

EDUCATION IN EL SALVADOR

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U. S. SECURITY AGENCY Office of Education

Education
in
EL SALVADOR

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Foreword

THE U. S. Office of Education has undertaken the preparation of a series of basic studies on education in a number of Central and South American countries under the sponsorship of the Interdepartmental Committee on Cultural and Scientific Cooperation. This series of studies is part of a program to promote understanding of educational conditions in the American countries and to encourage cooperation in the field of Inter-American education. The project, a part of a Government-wide program of cultural cooperation under the auspices of the Department of State, was begun in the fall of 1943. It involves travel by Office of Education specialists in the various countries for the purpose of gathering data first hand on their educational systems, and the preparation of reports from these data for publication.

Education in El Salvador is based on data gathered by the author in El Salvador in 1945 and supplemented since then through documentary study.

To the many persons and organizations in El Salvador and the United States who have aided in bringing this study to completion, the U. S. Office of Education expresses gratitude.

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Director, Division of International Educational Relations

Introduction

EL SALVADOR, the smallest of the five Central American republics, lies between Guatemala and Nicaragua, with Honduras on the east and northeast and the Pacific Ocean on the west and south. Although entirely within the tropics, the greater part of its 13,176 square miles consists of fairly high plateaux and mountain valleys; so that the climate is for the most part pleasantly temperate. Rising above the plateaux and the gently sloping green hills are many mountain peaks and volcanoes which offer an almost infinite variety of scenic beauty. The volcanoes are relatively harmless, but earthquakes of varying intensity are frequent and at times cause serious damage. Numerous rivers, two of which—the Lempa and the Rio Grande de San Miguel—form fertile valleys of considerable size, provide drainage and irrigation for a land that is recognized as one of the most fertile of Central America.

HISTORY

To this rich land came Pedro de Alvarado in 1524. Sent with his Spanish soldiers and Indian allies to explore the country to the south of Mexico, which his companion-in-arms, Hernando Cortés, had finally conquered, Alvarado invaded and subdued what is now Guatemala and then continued on into the fertile valley of the Lempa River. Joining forces with the friendly tribes of the great Pipil nation, he subjugated the warring tribes along the Pacific Coast and the Guatemalan border and established the first civil government of the country in Cuzcatlán. Four years later El Salvador became a province of the Captaincy General of Guatemala, by which it was ruled until the end of Spanish domination—nearly 300 years.

The history of El Salvador follows the pattern of the period in other Spanish colonies in America. The land was taken away from the Indians by the early settlers. The natives themselves were regarded as chattel, bound to the land. Many monks and nuns came from Spain to convert the Indians to Christianity, and many churches were built. Education received little attention other than that provided by religious organizations. Well-to-do families sent their sons to Guatemala for secondary and higher instruction. Agriculture was the chief occupation and support of the province; fruits, tobacco, corn, and cacao being traded for merchandise from Spain in the ports of Nicaragua and Costa Rica.

San Salvador, the present capital, had the advantage of being located on the route to these ports, and enjoyed unusual prosperity.

It was here that the idea of a government free from Spanish domination first developed. In 1811, the priest, Father José Matías Delgado led an unsuccessful movement for freedom. In 1814, another attempt was made by Manuel José Arce and Manuel Rodríguez. In 1821, Mexico declared her independence, forming the Mexican Empire. Guatemala followed suit and joined Mexico; but El Salvador opposed the alliance and petitioned for admission to the United States. Armies from Mexico and Guatemala were rushed south; the Salvadorans were defeated, and their country forced to join the Empire. In 1823, however, the Central American countries withdrew from Mexico and formed a confederation of five states with the name of United Central American Provinces.

Internal political struggles and conflicts with neighboring states resulted in an act of the Congress of the Confederation authorizing the constituent states to form their own governments. El Salvador withdrew in 1841 and became the Republic of El Salvador. Internal differences continued however. The government changed back and forth between the liberals and the conservatives until 1885, when, in another attempt at confederation, the Unionists, backed by President Barrios of Guatemala, were defeated. General Francisco Menéndez then inaugurated a period of military leadership in El Salvador which endured into the present century. From 1903 to 1931, the little Republic enjoyed comparative peace and considerable economic progress under civilian leadership. In the late 20's internal troubles commenced again, and a succession of military men have since then occupied the presidency.

GOVERNMENT

Under the National Constitution—that of 1886, amended in 1945 to conform to present-day needs¹—the Republic of El Salvador is governed by an Assembly or Congress of Deputies, a President, and a system of courts of justice. Legislative authority is vested in the national Congress, a unicameral body which holds two regular sessions a year, and whose members are elected in the departments (corresponding somewhat to our States) by popular vote. The chief executive is the President of the Republic, who is assisted by a cabinet of ministers of state whom he appoints. The President is also Commanding General of the Army.

Judicial authority rests in the Supreme Court, Courts of Third and Second Instance, and minor First Instance Courts—all national in character, but each with jurisdiction exercised by federal, state, county, and municipal courts in the United States. Juridical and technical supervision of the national revenues is the responsibility of the Government Accounting Office (Corte de Cuentas), which

¹ By a decree of Nov. 29, 1945.

functions independently of the executive authority. This body, composed of a superior chamber or court and lower offices established as needed, is headed by lawyers and magistrates appointed by the national Congress. Its duties include preparation and administration of the national budget; supervision of the collection, custody, and disbursement of public moneys, and audit of the accounts of functionaries who handle public funds.

Each of the 14 departments into which the Republic is divided is administered by a Governor appointed by the President of the Republic. The local government of each municipality is in the hands of a mayor or *alcalde*, also appointed by the President, and a council elected by direct popular vote.

PEOPLE

Although many specimens of Mayan ceramics and other relics are found in El Salvador, the most important Indian group remains, as at the time of the Spanish conquest, the Pipil tribes of Aztec and Toltec origin. There are a few Nahuas, Quichés, and Cachiqueles; but of the total estimated population of 2,000,000 in 1946, less than 20 percent are pure Indian. Between 3 and 10 percent are whites. The great majority of the people, therefore, are mestizos—mixture of white and Indian—whom the Indians themselves termed *ladinos* because they speak a Latin tongue. Today, most of the aborigines speak Spanish and have accepted much of modern civilization. They were a friendly, industrious people when Alvarado and his band invaded the country, and despite the oppression and servitude of centuries, they still retain these qualities. The mestizos, constituting the growing middle class, have these same characteristics, to which they have added a certain pride in the orderly appearance of their country.

Early in the present century the largest private estates and Indian communal lands were broken up and allotted or sold in smaller acreage. Peonage was abolished and free labor introduced. Something like 80 percent of the Republic's internal commerce is now carried on by small land owners. These, along with the large working classes in the cities and towns, have been gradually losing their traditional apathy toward the governing bodies and the things for which government stands. They recognize advantages inherent in the national health, educational, and social improvement programs and are contributing to their support. Both Indians and mestizos occupy responsible positions in the nation's government.

Nevertheless, statistics reveal that approximately two-thirds of the population live in rural areas where access to first-class school facilities is, to say the least, difficult. Consequently, what with the lack of national funds for schools and teachers and the nurtured indiffer-

ence on the part of many parents to the values of education for their children, between 50 and 60 percent of the population over 7 years of age are illiterate. This situation, coupled with other economic considerations such as the low wage level and crowded living conditions, is said to account in large degree for the high percentage of births out of wedlock—60 percent in 1941.² The absence of a father in the home places the onus of the family's economic support wholly on the mother; so that frequently the children must forego the benefits of schooling and help to earn sufficient money to provide the basic needs of life.

Under the new Constitution (p. 2), Salvadorian citizens are granted freedom of speech, petition, movement, property ownership, religion, assembly, peaceful organization, and the right to work. Freedom of the press is also included, but the State reserves the right to censor all publications and public programs for subversive and immoral content. Under this Constitution, it is indicated that home and private communication are inviolate; business and industry are free of Government intervention, but the State may assume control of the production and sale of such items as explosives, firearms, ammunition, alcoholic liquors, tobacco products, and gasoline; labor is protected by laws guaranteeing equity and justice in its relationships with capital; government service is based on merit, with preference being shown to native Salvadorians, naturalized citizens, and Central Americans, in the order given. The exercise of the professions is regulated by national law.

All males over 18 years of age, excepting those in military service, enjoy the right to vote. Married women over 25 and single women over 30 may vote upon presentation of proof that they have completed the 6-year elementary school. Women who hold a professional degree are eligible to vote at the age of 21 years. Elections are free and public.

Male citizens between the ages of 18 and 50 years are subject to at least 1 year of military service. In wartime, all male citizens may be called; in normal times, only those between 18 and 25 years of age. Approximately 3,000 young men are called annually.

The dominant religion is Roman Catholicism, but all other denominations are allowed freedom of worship. Monastic or conventual institutions of any kind, however, are expressly prohibited by the National Constitution.

PRODUCTS

With its temperate highlands, fertile valleys, and tropical coast areas, El Salvador is almost completely agricultural. Two-thirds of the people live in rural regions, and the great majority of the others

² From statistics on file in the Ministry of Public Education.

derive their living from agricultural and related activities. Coffee is the chief economic support of the country, more than 147,000,000 pounds having been exported in 1943. Only Brazil and Colombia surpass El Salvador in this product in the western hemisphere, and during the months of November and December the greater part of the population joins in the harvest—clerks, shopkeepers, mechanics, teachers, and pupils from the cities working side by side with the rural folk.

The cultivation of corn is less important than coffee growing in the nation's economy, but since precolonial times corn has occupied a prominent place, and today nearly 400,000 acres are devoted to its production. Other important crops include millet, beans, sugar, and rice—largely for domestic consumption. Balsam of Peru, indigo, gold, silver, and hardwoods are exported. Imports include cotton textiles, iron and steel products, motor vehicles, wheat products, drugs, and chemicals.

Industrial products related closely to agriculture are manufactured in an increasing number of textile mills, sugar refineries, flour mills, hat factories, and pottery works. Buttons, candles, cigarettes, cigars, matches, rubber heels, and soap are also produced for domestic consumption.

Following the traditions and customs of the pre-Colombian Indian peoples in the region, almost every Salvadorian town has made itself famous throughout the Republic for some particular type of article. In Hobasco, for example, pottery is the specialty, including miniature clay figures of persons, animals, and fowls scarcely larger than a grain of rice. This town is said to be the home of El Salvador's greatest sculptors. In La Unión, beautiful and useful objects are made of tortoise shell. Cojutepeque is famous for its saddlery and other leather products; and Panchimalco, for its cotton and silk weaving. Cacaopera produces rope, hammocks, sandals, and many other articles made from sisal fiber. In the capital, San Salvador, there are shops in which native handieraft products from all parts of the country are displayed and sold.

CHAPTER I

Educational Organization and Administration

HISTORICAL DEVELOPMENT

Prior to the Spanish conquest, education, aside from that given by the fathers in connection with farming, hunting, fishing, and other tribal practices, was provided in schools associated with the temples of the Indian priests, and dealt chiefly with religious rites. During the 300 year period of Spanish domination, the educational set-up continued in practically the same form. A few rather sporadic efforts were made by private individuals in population centers to provide instruction in reading, writing, and elementary arithmetic, and many of the more well-to-do parents hired special tutors to prepare their sons for secondary schools in Guatemala. By far the most active agent in the instructional field was the Church, which understandably stressed the teaching of the Christian doctrine. Classes were conducted in the various convents that were established in the colony, and by sacristans in many parishes.

The colonial government itself evinced no active interest in education. As late as 1770, the bishop of Guatemala visited San Salvador and was shocked to find "not a single grammar school (secondary), nor even one for the teaching of reading, writing, and the Christian doctrine."¹

When El Salvador became an independent nation, following the dissolution of the Central American Federation in 1841, interest in education was quickened. The country's university and its first secondary school were founded in San Salvador at this time, and the Government "ordered the establishment of elementary school, set teachers' salaries, called upon municipal authorities to cooperate in the educational program, and even drew up regulations and courses of study."² Reading, writing, arithmetic, morals, and civics (study of the National Constitution) comprised the curriculum. The Lancasterian system of monitorial instruction was employed in most parts of the country until 1887, when a group of Colombian educators was brought in to reorganize the Salvadorian school system. The Lancasterian methods

¹ Francisco Espinosa. *Evolución de la Enseñanza Secundaria en El Salvador*. San Salvador, Tipografía La Unión, 1938. p. 3.

² Francisco Espinosa. *Peñorama de la Escuela Salvadoreña*. San Salvador, Talleres Gráficos Cisneros, 1941. p. 5-6.

were then abolished; textbook instruction replaced the oral practices; a 6-grade school organization was adopted; and a teacher was assigned to each grade.³

During the administration of Don Francisco Gavidia as Minister of Public Education (1896), a new plan of studies introduced the correlation of school subjects and added manual training and singing to the elementary school program. Kindergartens featuring Froebelian concepts were also established in the larger cities at this time. Under Don Juan José Lainez (1916), the kindergartens were given a Montessorian orientation, teachers' organizations were promoted, and a continuation school was experimented with in the expectation that the young people of the Republic might become interested in the practical arts and at least partially trained in a practical trade by the time they left school.

In the late 20's, when Dr. J. Max Olano was Minister of Education, the interest of the younger teachers was captured through a reform which brought in activity school procedures as advocated by Adolphe Ferrière, the Belgian educator. Vacation courses were set up for the improvement of teachers in service, and coeducation was encouraged by the opening of a number of consolidated semirural schools providing 6 years of elementary instruction for boys and girls together—a noteworthy step in Salvadorian educational policy. It was at this time, also, that written examinations were introduced in the schools, in place of the time-consuming individual oral procedures that were characteristic of earlier years. Since 1940, increasing emphasis has been directed toward making the elementary school a functional school in which children learn to be effective citizens by doing in school the things they will be called upon to do as adults.⁴

According to an official in the national ministry, however, progress in this new movement is only now beginning to take form. The great majority of the country's teachers are products of the time-honored system of intellectualism and memorization. Less than one-third of them hold normal school diplomas even under that system. Then, too, he says, the voice of conservatism is strong against the sudden switching from an educational philosophy in which the learning of prescribed rules and facts is emphasized, to a functional philosophy that stresses activity of mind and body both. Traditional school subjects and teaching methods have in El Salvador, as in other countries, a host of staunch defenders who look askance at efforts to recognize and provide for individual differences in personality, ability, and needs. Regardless of the location of the school, the occupations of the community, or the fact that the vast majority of the children receive only 2 or 3 years of schooling, these opponents of educational reform have insisted that

³ Ibid., p. 6.

⁴ Ibid., p. 7.

both curriculum and teaching procedures remain as they were when they themselves were in school.

The present Minister of Public Education, however, has determined that education under his administration shall be not only functional but democratically functional. He has already started an active campaign against illiteracy, superstition, social indifference, undernourishment, and disease, and the National Legislature in 1945 showed its support of his program by voting a 25 percent increase in the education budget for 1946.⁵

EDUCATION TODAY

Education at the various instructional levels is provided in El Salvador today by public, private, and municipal schools. Public education is that provided by the national government, and is free to all children 7 to 14 years of age. At the elementary school level it is compulsory, although because of the lack of school buildings and adequately trained teachers compulsory education is not strictly enforced. The National Constitution calls upon the President of the Republic to encourage public education by giving it due preference over other governmental agencies, and to promote especially the cultural, agricultural, and industrial potentialities of the nation's people.

Salvadorian education has the same general organization that is found in other Latin American countries. There are kindergartens for preschool-age children in the larger cities. There are elementary urban and rural schools in practically all sections of the Republic. There are academic, normal, commercial, and other schools at the secondary level. And crowning all these, there is the University of El Salvador for training in the professions. The following graph shows the organization of education in 1945.

The amount and type of education provided in El Salvador, however, are not the result of an evolution in which the great masses of the population exercised a determining influence. Aims, content, and teaching procedures were imported directly or indirectly from European schools: Directly, by Salvadorians who studied in France, Belgium, or another continental country; indirectly, through individuals and institutions in South and Central America—particularly Colombia, Chile, and Argentina, where European principles and practices were adopted with little regard for the conditions and needs of Latin American peoples. Although eminently an agricultural country, there are no schools of agriculture in El Salvador. Only within recent years have the customs, interests, and needs of the great masses of the population begun to receive consideration in the nation's educational program. As recently as 1945, less than 30 percent of the elementary

⁵ Report prepared for the author in the Ministry of Public Education, San Salvador, October 1945.

| Age | UNIVERSITY | | | | | |
|-----|---------------|--------------------|-------------------------------------|---------------------|-----------------------|---------------------|
| | School of Law | School of Medicine | School of Chemistry and Pharmacy | School of Dentistry | School of Engineering | School of Economics |
| 24 | | | | | | |
| 23 | | | | | | |
| 22 | | | | | | |
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| 7 | | | | | | |
| 6 | | | | | | |
| 5 | | | | | | |
| 4 | | | | | | |

Chart I.—Education in El Salvador

school age population were availing themselves of the instruction provided in the public and private schools of the Republic.

MINISTRY OF PUBLIC EDUCATION

The national Government controls all schools of the Republic, both public and private, except the university. Organization, administration, and supervision of all instruction is centralized in the Ministry of Public Education (*Ministerio de Cultura Popular*), with offices in the National Palace. Headed by the minister, who is a member of the President's cabinet, an under secretary, and a chief administrative officer, the Ministry comprises three major departments which are concerned directly with the country's schools. These are the departments of elementary and normal education, of secondary and commercial education, and of school plants and supplies. Rural education and the literacy campaign are controlled through a special section in the department of elementary and normal education. There are also a general division of physical education and other general sections concerned with finance, records, personnel, statistics, and extension activities—the latter including libraries, publications, school theaters, motion pictures, art and other exhibitions, and music concerts. The Ministry of Public Education also directs and supervises the National Museum, the National Library, the National Observatory, the English School of the Air, and the "Alma Cuzeatleca," and the "HUB" radio stations. The general organization of the Ministry is shown in chart II (see p. 11).

For purposes of educational administration the national territory is divided into 15 districts—the central district of San Salvador and others corresponding to the 14 departments of the Republic. A representative of the Ministry, aided by two assistants, exercises technical and administrative control in each district. A locally appointed board of education, supplemented by small committees in each neighboring village in which there is a school, collaborates in the work of the ministry official in each municipality.

Municipal and private schools are required to follow the official plans and curriculum guides established by law for the public schools. They must also submit to state approval of their instructional staffs and their teaching methods, employ final examinations prepared and administered by personnel of the Ministry or of official state schools, and file detailed reports of pupil registration and promotion. At the beginning of each school year, the name of each private and commercial school student is required to be filed in the Ministry, along with the payment of an official enrollment fee, and at the close of the year state examination fees are collected—in both cases, additional to the fees regularly charged by the respective school.

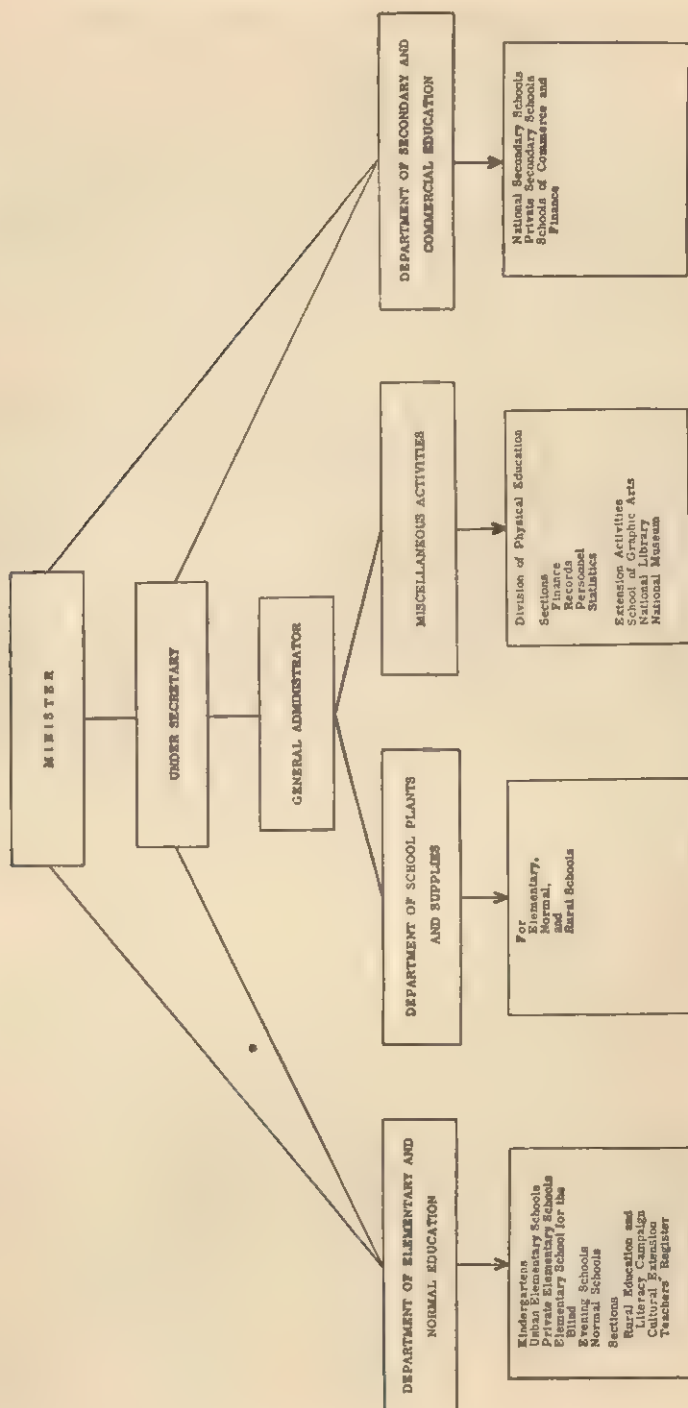


Chart 11.—Organization of the Ministry of Public Education, El Salvador [Ministerio de Cultura Popular]

COSTS OF EDUCATION

The budget for education in 1945 was more than 3,000,000 colones.⁶ Figures ordinarily quoted to represent educational expenditures indicate the amount specifically designated in the national budget for the Ministry of Public Education—2,747,943.96 colones, or \$1,099,177.58, U. S. currency, in 1945. Actually, the state spends more. Under the heading Subventions and Subsidies are additional items earmarked for the University of El Salvador, School Parents' Groups, the Military School, and other educational institutions, totaling 300,010.97 colones, which raised expenditures for education to 3,047,954.93 colones (\$1,219,181.97, U. S.), or more than 12 percent of the total national budget of 24,945,576.88 colones. Moreover, the municipalities are required by law to apply 5 percent of their annual revenue to the most urgent needs of their schools, which amounted to 38,065.90 colones in 1944, and a number of large landowners and industrial firms maintain elementary schools of their own for the children of their employees. The growing concern for improvement on the educational situation of the country is reflected in the budget proposed for 1946, in which the Ministry of Public Education is allotted more than 4,000,000 colones. By an agreement signed with the Inter-American Educational Foundation in 1945, the Government of El Salvador has contracted for an additional expenditure of 200,000 colones (\$80,000, U. S.) over a 3-year period of educational cooperation between the two countries (p. 64).

⁶One colón had an exchange value of \$0.40, U. S. currency, in 1945.

CHAPTER II

Elementary Education

THE PRESENT Minister of Public Education in El Salvador emphasizes that the fundamental task of a democratic government is that of educating its citizens in the ways of democracy. He states that he intends to give due attention to the functional aspects of elementary education, which have to do with learning practical things by doing them, and at the same time to make sure that important cultural, or more strictly academic materials continue to provide the general background desired for all citizens. The minister also asserts that self-expression is to become the starting point and motivating force of pupil activity; accuracy in thinking is to be striven for at all times as basic to intellectual independence; a broad cultural background of social and scientific information is to be developed; ample physical, psychological, and occupational knowledge and skills are to guide the individual pupil to a respectable livelihood; and health education is to be emphasized throughout the elementary school years.

Elementary education in El Salvador today, therefore, aims at the development of citizens who will be effective in the home, the community, the nation, and the world. Through the gradual accumulation of significant knowledge, a clear understanding of himself, and continual practice in individual social and vocational functions, each child is expected to develop an integrated personality with which to face the world of adulthood. To this end, continuity and correlation of subject matter are to be emphasized throughout the elementary school period.

This promising program of elementary education is in the process of organization. With cooperation of the Inter-American Educational Foundation (p. 64), Ministry of Public Education officials seem confident that satisfactory results will be evident in a few years. That the task is a heavy one is obvious from a survey of conditions in 1945. In that year the Republic of El Salvador had 33 kindergartens, 1,299 State elementary schools, 100 municipal elementary schools, 6 State-subsidized schools, and 90 private elementary schools, all of which function in conformity with the regulations established by the department of elementary and normal education in the national Ministry of Public Education. These various types of schools are described in the following sections of this chapter.

KINDERGARTENS

The first kindergarten (jardín infantil) in El Salvador was established at the close of the last century in response to interest aroused in the education of young children, chiefly by visiting teachers from Colombia and other Latin American countries. The general method and type of materials employed are Froebelian in character, but influences of both Montessori and Decroly are apparent in the program. Although little effort is made to extend parents' understanding and appreciation of the values of kindergarten instruction, nevertheless the 33 schools operating in the Republic today have capacity enrollments. In a large measure, this is accounted for by the readily understandable willingness on the part of the parents to entrust their children to the organized and supervised care of the kindergarten teachers during the morning hours, and by the satisfaction and pleasure the children themselves derive from the games and other activities of the kindergarten program. The official school year from February 1 to November 15 is observed, the school day of the kindergarten being from 8:30 to 11:30 a. m., with periods of approximately 20 minutes each.

The majority of the kindergartens (22 out of 33) are under private auspices. Seven are maintained by religious organizations. The national Government maintains 7 and the municipalities, 4. Two of the privately maintained schools receive Government aid. In 1944 a total of 3,062 children between the ages of 3 and 7 years was enrolled, as indicated in table 1. Average daily attendance was slightly more than half of the enrollment: 1,261 boys and 1,801 girls. In 1944 the 33 kindergartens were served by 126 teachers, 50 of whom taught in the 7 national schools.

Table 1.—Kindergarten enrollment in El Salvador in 1944

| Classification | Number of pupils by age | | | | Total | | |
|-----------------------|-------------------------|--------------|--------------|--------------|-------|-------|-------|
| | 3 to 4 years | 4 to 5 years | 5 to 6 years | 6 to 7 years | Boys | Girls | Both |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| State supported | 378 | 469 | 515 | 341 | 795 | 908 | 1,703 |
| Municipal | 72 | 109 | 130 | 272 | 292 | 291 | 583 |
| Private | 37 | 84 | 217 | 223 | 151 | 410 | 561 |
| Subsidized | 10 | 77 | 70 | 58 | 23 | 192 | 215 |
| Total | 497 | 739 | 932 | 894 | 1,261 | 1,801 | 3,062 |

Generally, kindergartens are conducted in connection with elementary schools. However, a few operate separately. One school operates in a fairly large room adjoining a tailoring establishment on a busy street within a few blocks of the center of the capital.

Supplementary tables and chairs for the children have been placed at intervals along the porch that opens on the patio back of the kindergarten. Two normal school graduates, neither of whom has had special kindergarten training, direct the activities of some 25 children ranging in age from 4 to 7 years. Froebelian gifts and occupations are used, as well as many other materials prepared by the teachers themselves. Dancing, singing, sewing, and simple physical exercises and games are also given a prominent place in the program.

MUNICIPAL KINDERGARTEN, SAN SALVADOR

Standing out above the others in the Republic in building, methods, equipment, instructional personnel, and enrollment, is the Municipal Kindergarten of San Salvador. This school is housed in a large specially constructed, modern, white, concrete building with dark green roof and trimming, located in the heart of the city. Surrounded by a well-landscaped lawn, it has a large playground in the rear, where the children play in groups under the supervision of the teachers. Enrollment is never closed in this school, new children being accepted at any time during the 10-month kindergarten year. In October 1945, a total of 491 pupils were enrolled—248 boys and 243 girls. Forty-four boys and 48 girls were 3 years old; 77 boys and 61 girls were 4 years old; 75 of each sex were 5; and 52 boys and 59 girls were 6 and 7. Average daily attendance was between 50 and 55 percent. Each of the 12 sections into which the children are divided is in charge of a separate teacher. The teachers are all graduates of the normal school, but they have had no specialized kindergarten training other than that provided by the principal who has had such training.

The 3 wings of the building contain 12 large, bright, and airy classrooms, a mammoth assembly hall with a stage and a piano, an infirmary staffed with a special nurse and serving as headquarters for the school physician who visits the school daily, a storeroom for school materials, the principal's offices, and ample sanitary facilities—all facing on spacious hallways hung with attractive decorations, which include original paintings by an eminent Salvadorian artist.

The classrooms are equipped with moveable tables and chairs, adapted to the size of the children. Around the walls of each room, about 3 feet from the floor, is a 2-foot-wide mural painted on heavy paper by the teachers for the stimulation of pupil interest and activities. The pictures making up these murals are artistically done and differ from room to room. In one, there are many kinds of animals, fairies, dwarfs, brownies, and circus clowns; in another, illustrations of numerous children's games, both passive, such as blocks, dolls, and mechanical toys, and active, like baseball, tag, marbles, and kite-flying. In another room, the pictures represent customs and work

scenes characteristic of El Salvador, and in another, events in the normal day of a child—getting up, brushing the teeth, dressing, eating breakfast, starting for school, playing, enjoying the *siesta*, the story hour, and similar incidents. Still others depict the different races of mankind in clever groupings; the divers means of transportation, from foot to aeroplane; different animals, birds, and insects engaged in various occupations—a parrot as a teacher, some frogs playing musical instruments, a dog as shoemaker for a centipede, and a rabbit as a dentist at work on a crocodile's teeth.

A single sandtable, located in a sort of alcove at the end of the main hall, serves as a demonstration center for the entire school. The teachers take turns at preparing scenes representing aspects of Salvadorian life, each of which remains on display for about 2 weeks. Groups of the children visit the sandtable at specified periods to observe the teachers at work and to make suggestions. They may indicate errors in the scenes represented and offer ideas for changes and additions. Their activity in this area of kindergarten work, however, is chiefly interpretive.

No formal classes are held. The program is one of directed activities, which include: (1) Morning greetings; (2) conversation, storytelling, and, for the older children, experiences in beginning reading; (3) directed work with Froebelian gifts and supplementary materials; (4) Froebelian occupations, such as sewing, weaving, coloring, cardboard modeling, and the making of pictures and designs; (5) lunch, served 3 or 4 times a week and composed of cereal or orange juice or soup and crackers; (6) sensory and motor exercises and games to develop good posture, muscular control, sense of rhythm, dramatic skill, and social cooperation; (7) songs and rhythm work; (8) sandtable, for individual groups; and (9) dismissal of the whole school with singing and other activities by small groups, followed by individual "good-byes" to the group teachers.

As far as possible, all activities of the day are related to the development of the children's interests in their homes and in the nation. Growth in habits of orderliness and cleanliness, of courtesy to others, and of cooperation with each other are emphasized. Play and dramatic activities stress the local production of coffee, corn, tropical fruits, and vegetables, as well as the celebration of national and religious festivals. Reports from school principals and from primary class teachers indicate that children who have attended kindergarten make more effective adjustments to general school routines and show greater initiative, originality, and ability to cooperate and play happily in groups than do children entering the primary school without kindergarten experience. They also say that children who have attended kindergarten excel in reading and writing skills and respond more understandingly to the directions of the teachers.

STATE ELEMENTARY SCHOOLS

The State maintains elementary schools in all the cities and towns and nearly all the rural regions of the Republic. According to location and type of pupil, there were in 1944: 210 urban boys' schools, 210 urban girls' schools, 77 urban coeducational schools, 668 rural coeducational schools, 80 men's evening schools, 34 women's evening schools, 10 rural boys' schools, and 10 rural girls' schools. Approximately 78 percent of these schools provided only one or two grades of elementary school instruction. Of the total of 1,299 State schools, only 100 provided all six grades; 39 provided 5 grades; 56, 4 grades; 91, 3 grades; 427, 2 grades; and 586, one grade.

ENROLLMENT

The total population of El Salvador was officially estimated in October 1945 at 1,934,925. Of this total, 348,286, or 18 percent, were said to be in the school-age group of 7 to 14 years. In June 1945, however, the middle month of the school year, only 102,568, or less than 30 percent of the school-age children, were actually enrolled in the schools. Enrollments by grade at this time were as follows: First grade—29,082 boys, 26,123 girls; second—11,480 boys, 10,021 girls; third—5,702 boys, 4,904 girls; fourth—3,762 boys, 3,329 girls; fifth—2,620 boys, 2,223 girls; sixth—1,650 boys and 1,672 girls. Enormous drops occur after the first and the second grades. Of the children entering first grade, only about 6 percent continue into the sixth. Much of this elimination, however, is said to be caused by the lack of school buildings and teachers—a problem now being studied by the country's educational authorities. Table 2 presents a summary of school enrollments and average attendance in October 1944, for which month statistics were available in all types of elementary education.

Table 2.—Enrollment and attendance in El Salvador's Elementary Schools, October 1944

| Type of school | Enrollment | | | Attendance | | |
|----------------------------------|------------|--------|---------|------------|--------|--------|
| | Boys | Girls | Total | Boys | Girls | Total |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Kindergartens..... | 1,261 | 1,801 | 3,062 | 763 | 1,180 | 1,943 |
| State elementary..... | 44,799 | 39,614 | 84,413 | 31,467 | 28,938 | 60,405 |
| Municipal elementary..... | 3,141 | 2,589 | 5,730 | 2,283 | 1,906 | 4,191 |
| State-subsidized elementary..... | 430 | 440 | 870 | 429 | 440 | 869 |
| Private elementary..... | 3,565 | 4,357 | 7,922 | 3,182 | 3,933 | 7,115 |
| Total..... | 53,196 | 48,801 | 101,997 | 38,126 | 36,397 | 74,523 |

The official school year is established by law at 215 days, beginning February 1 and continuing to November 15. Week-long vacations come

at Easter time and during the first part of August, and national and religious holidays are interspersed irregularly through the year. Classes are held daily from 8 to 11:15 a. m. (to 10:30, for the first grade) and from 2 to 4 p. m., with Saturday afternoon free. Admission is open to all children between the ages of 7 and 14 years who are free of communicable disease.

CURRICULUM

As already indicated, the Salvadorian elementary school aims at the development of the child's individual capacities in preparation for his living a life useful both to himself and to the community. In general, the curriculum covers the same ground covered in our elementary schools here in the United States. In history, geography, and literature emphasis is placed on El Salvador and Central and South America. Geometry is taught in addition to arithmetic throughout the six grades. Table 3 presents the plan of studies in effect with slight modifications in 1945.

Table 3.—Plan of studies for urban elementary schools¹

| Subject | Hours a week per school grade | | | | | |
|----------------------------------|-------------------------------|----|-----|----|----|----|
| | I | II | III | IV | V | VI |
| | 2 | 3 | 4 | 5 | 6 | 7 |
| Arithmetic | 5 | 5 | 5 | 5 | 5 | 5 |
| Geometry | 1 | 1 | 1 | 2 | 2 | 2 |
| Spanish | 6 | 6 | 6 | 5 | 5 | 5 |
| Nature study | 5 | 4 | 4 | 3 | 3 | 3 |
| Geography | — | 2 | 2 | 3 | 3 | 3 |
| History | — | — | 2 | 3 | 3 | 3 |
| Morality | 1 | 1 | 1 | 1 | 1 | 1 |
| Civics | — | 1 | 1 | 2 | 2 | 2 |
| Drawing | — | 1 | 1 | 2 | 2 | 2 |
| Penmanship | 1 | 1 | 1 | 1 | 1 | 1 |
| Introduction to industries | 2 | 2 | 2 | 2 | 2 | 2 |
| Music and singing | 2 | 2 | 2 | 2 | 2 | 2 |
| Physical education | 2 | 2 | 2 | 2 | 2 | 2 |
| Practical activities | 2 | 2 | 2 | 1 | 1 | 1 |
| Total | 28 | 30 | 34 | 34 | 34 | 34 |

¹ Plan y Programas de Enseñanza Primaria Urbana de El Salvador a regir desde el Año de 1940. Publicaciones del Ministerio de Instrucción Pública. San Salvador, Imprenta Nacional, 1940 p. 8

This program of studies is given in full in a 379-page publication of the Ministry of Public Education.¹ For each month's work in each subject, the general aim and the center of attention, with suggested exercises and activities, are given in detail for the teachers' guidance. Considerable freedom, however, is permitted in the actual development of the program. The teachers are at liberty to employ additional

¹ Plan y Programas de Enseñanza Primaria Urbana de El Salvador a regir desde el Año de 1940. Publicaciones del Ministerio de Instrucción Pública. San Salvador, Imprenta Nacional, 1940. p. 8.

techniques and materials, provided that the desired objectives are obtained.

At the Convention of Guatemalan and Salvadorian Teachers, held in Santa Ana, El Salvador, July 22-28, 1945, it was resolved, among other things, that in the study of the history of Central America greater emphasis should be placed on social phenomena in their cultural and economic aspects, and that as far as possible, accounts of wars, battles, and petty political incidents should be eliminated.²

Partly because of the enormous elimination that occurs in the early years of the elementary school, and partly to fill a felt need in the country's economic set-up, the present Minister of Public Education, Dr. Ranulfo Castro, is seriously considering the introduction of practical manual arts in the curriculum of the fifth and sixth grades. It is hoped that this will result in greatly increased enrollments in these upper grades and at the same time provide at least a degree of preparation in a gainful occupation. Practical training is being planned in such trades as carpentry, barbering, leather working, hat making, mechanics, masonry, tinsmithing, agriculture, sewing, embroidery, and other similar types of gainful work. Rope sandals, clothing, straw hats, and the like are to be made for free distribution among the children of poor parents, whose lack of these necessities frequently prevents school attendance.

Late in 1945, work was going forward on a revision of the elementary school program. A committee of educators, appointed by the Minister of Public Education, is collaborating with representatives of the department of elementary and normal instruction in this work. Principal among the reforms being studied are: (1) Closer correlation between related materials; (2) reduction of the content of several subject-matter fields which have been extremely full; (3) increased practicality throughout the entire program; (4) elimination of technical terminology which, because of the limited professional preparation of the great majority of teachers, has impaired instructional efficiency; (5) inclusion of the study of English from the fourth grade on; (6) addition of a seventh year to the elementary school program, to round out the offering and to strengthen the prevocational training that is being planned; and (7) amplification of learnings bearing on all American countries.³

PHYSICAL EDUCATION

This aspect of education is receiving much attention and strong support in El Salvador today. In the education budget for 1945, the sum of 104,523 colones (\$41,809.20, U. S.) was earmarked for the

² Convención de Maestros Gatemalaecos-Salvadoreños. Publicación del Ministerio de Cultura. San Salvador, Talleres Gráficos Cisneros, S. S., 1945. p. 27.

³ Special report prepared in the Ministry of Cultura, San Salvador, October 1945

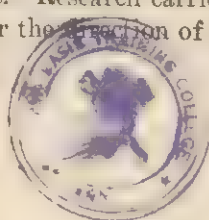
physical education program. A special branch in the Ministry, the Division of Physical Education, has been created for the direction and control of all activities in this field. The personnel of the new division includes a director general, a secretary, a general supervisor, 2 division chiefs, a treasurer, 3 clerks, a chauffeur and 2 orderlies. For work in the field, moreover, there were in 1945 the following special physical education directors: 7 for basketball, 5 for swimming, 4 for football (soccer), 3 each for track and general physical education, 1 each for shot-put and baseball, and 10 nonspecialized teachers who conduct programs in a number of schools in rotation.

Physical education is taught systematically, through regular and carefully selected and graduated exercises. The aim is the scientific development of healthy bodies, minds, and emotions. Due emphasis is placed on the importance of such environmental influences as food, clothing, shelter, light, air, and rest.

Much of the attention and funds of this physical education division has been concentrated on the development of sports and sports associations throughout the country—not always in connection with the schools. More recently the trend has been to give more attention to physical education in the schools. At the elementary school level, tournaments and other competitive activities between schools have been reduced to a minimum, to lessen the possibility of emotional rivalries, "championship neuroses," and other antisocial attitudes. All children are now required to participate in the physical education program, special attention being given to those who are in need of preventive or correctional exercises. For the professional improvement of the teachers serving in this field, short training courses are provided from time to time by the Ministry.

METHODS OF INSTRUCTION

Education in El Salvador was declared functional by a decree of November 13, 1939. Each school is regarded as an agency of the Government for the performance of certain established functions in the community. All schools, regardless of size or location, have common functions of academic, disciplinary, social, artistic, industrial, athletic and health-preserving character, and other variable functions related to the peculiar conditions of the respective community. With respect to these latter local functions, it is the job of the school, for example, to promote better use of leisure time in the community, to bring about improvement in sanitary conditions, to solicit lunches or clothing for the needy, and to encourage the adoption of a balanced diet in the home. Through these functions of the school, new teaching methods are to evolve. Research carried on in the schools by individuals and groups under the direction of the Ministry of Public Education, and



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dealing with children, environment, and teaching processes, is bringing together the experiences of many teachers and the results of many learning situations, to the end that a more flexible curriculum and more effective teaching procedures may be evolved for the country's schools.

However, final examinations are based almost exclusively on the old study programs and outlines prescribed by the Ministry, and about 70 percent of the elementary school teachers lack the normal school training provided in the Republic. In the great majority of the schools, therefore, rather formal methods of instruction are still employed. As a general rule, dictation by the teacher and note-taking by the pupils constitute the backbone of the instruction provided. Two or three large composition books are filled each semester by each pupil, with dictated information about the different school subjects, arithmetic problems, language exercises, poems, traced and colored maps, and pencil and crayon drawings. Here and there one finds evidences of superior work, especially in the field of sewing and embroidering; but a teacher seated at her desk reading or dictating from a book, and the children busily copying the words into their notebooks, is the typical picture.

TEXTBOOKS

Textbooks have only a minor role in elementary education in El Salvador. In reading, books are ordinarily used when available. Naturally, city schools are much better supplied than rural schools. The teachers are permitted to choose the texts they wish to use, if any; but due to the inadequate supply in the storeroom of the Ministry, they are obliged to take what they can get. In one rural school with an enrollment of about 20 pupils who ranged from 7 to 14 years in age, there were readers for most of the younger pupils—possibly a dozen in all. The 14-year-old, a boy in his third year of schooling, was reading an article on the education of the adolescent in an official publication of the Ministry of Education which the teacher happened to have at hand. Although rather difficult in style, vocabulary, and content for a child in a 2-grade rural school, the article dealt with a topic that was clearly appropriate, and discreet questioning revealed that the boy was having a really profitable experience.

In regard to school subjects other than reading, the officially prescribed curriculum and the method of instruction growing from it preclude the use of textbooks. Reference books are permitted for review work, but not for daily study. Latin Americans in general, and particularly the Central Americans, seem to be strongly prejudiced against the idea of developing what they call "doctors of just one book" (*doctores de un solo libro.*)

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SCHOOL LIBRARIES

Although there seems to be some interest in founding and building up school libraries, very few schools in the Republic actually have this important accessory to modern education. In a small number of private schools, where both elementary and secondary work are offered, there are libraries of as many as 1,000 volumes; but because of restrictions or lack of stimulation, very little use is made of them. Practically no books written expressly for children can be found on the shelves of any school. For the most part, the books on hand were accumulated through the cooperation of local authorities and the parents' organizations: the State has so far made little effort in this field.⁴ On the other hand, one group of teachers observed, "Of what good use is a big library to pupils who are required to attend 34 classes a week?"

EXAMINATIONS AND GRADING

Objective examinations based on the part of the school program so far developed are administered at the end of each semester. Final examinations are constructed in the Ministry and administered simultaneously in all urban schools. Rural school teachers generally prepare their own examinations, with the aid and direction of the supervisor. Grades are assigned on the basis of the number of correct answers made by the pupil. The total number of questions or items is divided by the number correctly answered, and the quotient is the pupil's grade for the semester's work. The average of the semester and final examination grades is the grade for the year. Pupils scoring between 1.99 and 1.00 are promoted; those receiving 2.00 or more are considered as failing. The teacher may, however, on her own responsibility, promote a child whom she judges deserving, despite poor performance on the final examination; but this is said to be rarely done.

Of the total elementary school enrollment of 101,997 in 1944, about 75 percent, or 78,103 pupils, took the final examinations. Approximately 76 percent of the examinees, representing only 57 percent of the total enrollment, were promoted. Officials in the Ministry, teachers, and pupils account for this situation in various ways: The overloaded program of studies; the difficulty of the examinations; the lack of adequate preparation on the part of the teachers; crowded conditions in the schools; and low, uneven attendance in the rural areas.

EXTRACLASS ACTIVITIES

Children in the elementary schools of El Salvador enjoy few advantages in the form of extraclass activities. The 34 weekly hours

⁴ Special report prepared for the author in the Ministry of Education. San Salvador, 1945.

of classwork leave little time for other organized activities or interests. In the cities and larger towns there are branches of the Junior Red Cross, Boy Scouts, Campfire Girls, and minor associations such as the Society for the Protection of Plants and Animals. For economic and other reasons, however, the vast majority of school children do not participate in the activities of these organizations.

SCHOOL UNIFORMS

In many of the schools of the capital and other principal cities of the Republic, the pupils wear uniforms. Girls generally wear white, with black shoes and long black stockings. In some schools, both public and private, they are permitted to wear middie blouses. The uniforms of the boys are ordinarily tan, although there are exceptions. According to officials of the Ministry, school uniforms not only encourage more democratic behavior among the pupils, but also make possible a considerable saving for parents. Very poor children are often provided with uniforms by the school authorities.

DISCIPLINE

Corporal punishment is prohibited by law. As far as possible, order in the classrooms and in the immediate vicinity of the school is made the responsibility of the pupils themselves. The position taken by the Ministry is that a happy school atmosphere will produce the enthusiastic cooperation necessary for good order among the pupils. In most of the schools visited, good order, close attention, and an unstrained atmosphere were apparent. Official regulations permit disciplinary action in special cases in the following order, according to the seriousness of the offense: Private or public admonition, first by the teacher and then by the principal; detention after school hours; report to the parent; and, finally, suspension or expulsion. Instances of expulsion are said to be relatively uncommon.

CERTIFICATES GRANTED

Upon the successful termination of each grade's work the pupil receives a certificate to that effect. Satisfactory completion of the sixth grade entitles the pupil to a certificate stating that he has terminated his elementary school education. This latter document is the major requirement for admission to secondary school instruction.

BUILDINGS

Very few Salvadoran schools are housed in buildings originally constructed for educational purposes. The great majority are found in former residences of the Spanish colonial type, in which the classrooms surround a patio that is used as a playground. Some are single-story buildings; some, two-story. Only rarely have the old buildings been altered to meet the needs of effective education. The classrooms

are generally small, badly lighted, and poorly equipped. In 90 percent of them, there is little more than a blackboard, a map of El Salvador, and a few readers. The desks are mostly old, disfigured, and inadequate in number—frequently three and four pupils are found seated in a desk intended for two. In the Ministry of Public Education it is estimated that 95 percent of the country's school buildings are inadequate for their purposes.

Only 61 school buildings, or 4.7 percent of the total of 1,299, actually belong to the State. The municipalities own 292, or 22 percent of the total. All the rest are privately owned and rented to the Government at a cost, in 1945, of 161,772 colones, or about 7 percent of the total elementary school budget. According to officials in the Ministry, this expenditure has been increasing annually, and hopes are high for a program of school construction, starting in 1946, to eliminate at least a part of this outlay.

The present Minister has under advisement the formation of a company for the construction of school buildings, similar to that operating in Chile, or the issue of Government bonds for building purposes, as recently decreed in Peru. In the meantime, from various parts of the Republic, and from all levels of Salvadorian society, spontaneous offers have come to the Education Ministry to cooperate in various ways in the movement for more and better schools, particularly of the rural type. Several municipalities have offered or already set aside tracts of land for new schools. In a few instances individuals have made similar offers and some have even built schools. Some have offered cash sums; others, monthly contributions; and still others, materials. The urgent need is recognized for schools which will provide the pupils with ample, clean, bright, airy classrooms, and sufficient outdoor space for games and agricultural activities. One individual has offered a farm as a place where teachers may spend their vacations at the close of the school year.

FREE SCHOOL MATERIALS

To all elementary schools fully or partially supported by the State, the Ministry distributes paper, pencils, notebooks, chalk, blackboards, erasers, desks, maps, readers, and a few books for the library. The municipalities supply their own schools with identical materials. It is said, however, that very few schools receive all the materials they need. Private schools, religious or other, which conform to governmental regulations and supervision, receive some of these materials and are recognized as accredited institutions. Other private schools receive no aid from the State.

SUPERVISION

Technical and administrative supervision of the elementary schools in the departments has been in charge of 15 representatives of the Ministry. Because of the wide territory allotted to each of these officers, their direct relationships with the individual schools have necessarily been rather limited; but with the appointment of 28 assistant supervisors for 1946, considerable improvement is expected.

El Salvador's school supervisors have received no special preparation for the important work with which they are entrusted. They are elementary school teachers who have distinguished themselves in their teaching service. As a rule, their visits are unannounced and involve, mainly, the inspection of the physical plant, furniture, equipment, attendance, and similar elements of the school situation. To an increasing degree the supervisor also visits the individual teacher's classroom and even gives demonstrations of approved teaching methods. Afterward, he meets the entire instructional staff for discussion, orientation, and suggestions. He also gives talks to parent groups and promotes interest among the local authorities in matters pertaining to the school. In 1946 the supervisor's salary was increased from 225 to 275 colones (from \$90 to \$110, U. S.) a month, in line with similar increases for all school personnel in the Republic.

MEDICAL AND DENTAL SERVICES

In the national capital and in the capital cities of the 14 departments, relatively broad medical and dental services are provided through the National Department of Public Health. Special medical campaigns against malaria and intestinal parasitosis are conducted from time to time for the benefit of all children. In cases of epidemics, increased medical attention is extended to school children. A few school camps (*colonias escolares*) at the seashore and in the mountains are maintained to receive groups of sickly and undernourished children for periods ranging from 15 to 30 days, but it is recognized that this service is far from answering the country's needs in this respect. Continuing dental service is provided only in the capital, San Salvador, and even here it is admittedly incomplete.

SCHOOL LUNCHES

Introduced in 1945, and supported exclusively by funds from entertainments, dances, raffles, and voluntary contributions, school lunches were being served during October of that year to approximately 8,000 children in 190 schools. The present Minister of Public Education is a doctor of medicine and a specialist in children's diseases, and has

already arranged to subsidize this service in 1946. In a small number of instances clothing is provided for needy pupils, in addition to the school lunch service.

EVENING OR NIGHT SCHOOLS

In 1944 a total of 116 public and private schools provided free elementary school instruction for adults and children who for various reasons are unable to attend day schools. Two hundred and forty-eight teachers served in these schools, many of them after having taught during the day. The State maintained 4 evening schools in San Salvador in 1945—2 for men and 2 for women. Five years of elementary schooling, regarded as the equivalent of 6 years in the regular public schools, is provided for workers and servants. Classes run from 7 to 9 p. m. daily, throughout the official school year. Attendance is irregular.

The Workers' Society of San Salvador also maintains 2 sections of evening classes in which members receive instruction according to their various needs. Some of the enrollees are illiterate, but the instruction provided includes the work of all 6 elementary school grades. Two-hour classes are held 5 nights a week and are entirely free of charge. Attendance fluctuates between 40 and 80.

ELEMENTARY SCHOOL FOR THE BLIND

The Government recently opened in San Salvador an elementary school for the blind, which is still in process of development. Due to the almost complete lack of training facilities in this field throughout Latin America, and particularly in the countries of Central America, great difficulty is being encountered in securing trained personnel for the school. A further obstacle to the effective development of this new institution is the fact that in the education budget for 1945, only 16,168 colones (\$6,468, U. S.) were specifically allocated for the school.

PARENT GROUPS

Somewhat similar to the parent-teacher associations in the United States are the parent groups of El Salvador. Organized for the benefit of school, teacher, and pupil (kindergarten and the 6 elementary school grades) these groups, which number in the hundreds, have been united in a National Federation of Parent Groups. Members pay a monthly fee and the National Government contributes through a special allotment in the budget for public education—15,852 colones (\$6,341, U. S.) in 1945. Among others, the activities of the Federation and the individual group members include short courses for parents, series of lectures, parent meetings, radio broadcasts, motion-picture programs, foundation of school libraries, improvement courses

for teachers in service, entertainment programs, excursions, exhibits, pupil prizes, and school lunch service.⁵ Few, if any, of the individual groups engage in all of these activities, but to a limited extent all of them are carried on at some time during the school year. School lunches and provision of clothing for needy pupils are by far the most common, even in the larger towns and cities.

MUNICIPAL ELEMENTARY SCHOOLS

In 1945 the municipalities maintained 100 elementary schools. Statistics concerning the schools which had submitted reports to the National Ministry revealed that there were 2 each of 6, 5, and 4 grades; 16 of 3 grades; and 32 of one grade only. Of the city schools, 12 were coeducational and 3 each were boys', girls', and adult night schools. The rest were coeducational rural schools.

Required by law to follow the official plan and programs of study and to submit to State supervision and other regulations, the municipalities provide teachers, buildings, equipment, books, and other necessary materials. As mentioned earlier in this report, 5 percent of the annual income in each municipality is directed into school activities, thus supplementing the efforts of the National Government in public education.

The total enrollment in the 96 schools for which statistics were available in 1945 was 5,995 pupils. Average daily attendance was 4,300. These schools were taught by 189 teachers, 75 percent of whom were women.

STATE-SUBSIDIZED SCHOOLS

Six charitable institutions for the care of orphaned and otherwise destitute children maintain elementary schools in El Salvador. The Ministry of Public Education grants to these schools subsidies ranging from the amount of the teachers' salaries to complete coverage of all educational expenses. In 1945 the total outlay in these subsidies amounted to 168,100.72 colones (\$67,240.09, U. S.). Enrollments in 1944 totaled 870, with an average attendance of 869. The average pupil cost, therefore, was \$77.29 in these subsidized schools, as compared with \$11.90 in the regular public schools.

The largest and best known of these schools is the Children's Home, an orphan asylum in San Salvador administered by an organization of Sisters of Mercy. The buildings, constructed expressly for the purpose, are the property of the State, which provides full maintenance for the school.

⁵ Estatutos de la Federación Nacional de Sociedades de Padres de Familia. San Salvador, Imprenta Criterio, 1945.

A large 2-story building affords space for administrative purposes, reception hall, and display room for school products, with living quarters for the instructional personnel on the second floor. The girls' school is to one side of this central building, the boys' school to the other side—each with 6 classrooms on the ground floor and a huge dormitory and sanitary facilities upstairs. At the rear, separated by other smaller buildings which house the nursery, kindergarten, kitchen, laundry, and other necessary services, are two large playgrounds, one for each sex. In each of the 3 sections of the school (boys, girls, and kindergarten and nursery) there is an infirmary, attended by a nurse and visited daily by a physician. The institution also has its own pharmacy and an adjoining laboratory.

Enrollments in 1945 totaled 720—300 girls and 300 boys in the 6 elementary school grades, 100 children in the kindergarten, and 20 babies in the nursery. Children ranging from infancy to 10 years of age are accepted and retained until they complete the full 6 years of elementary schooling. Many of the pupils are 17 and 18 years old. According to the Mother Superior in charge of the school, many youngsters look upon the Children's Home as their only home and do not want to leave it.

In addition to the regular program of elementary education the girls receive expert instruction in sewing and embroidering, and produce many objects of truly remarkable workmanship—table covers, napkins, handkerchiefs, sheets, pillow cases, doilies, and articles of women's and children's clothing. People from all parts of the capital and elsewhere in the Republic bring cloth, thread, yarn, and buttons to the school and the children fill their orders with entirely satisfying results. For the boys there are carpenter, tin, barber, and shoe shops directed by craftsmen of the neighborhood who give their services without charge. Because of a lack of machinery and raw materials, however, very little is accomplished in this practical area of the boys' education.

Kind and efficient treatment is accorded the children in this institution, as their healthy-looking bodies and happy faces testify. In November 1945, there were only 6 patients in the 3 infirmaries, and all of them were there because of common colds.

PRIVATE SCHOOLS

In 1945 there were 90 private schools which provided elementary education. Twenty were boys' schools, 15 of which were maintained by religious organizations. Thirty were girls' schools, 27 under religious control. Thirty-seven were coeducational. Only 2 of the latter group were conducted under religious auspices. Three schools, all non-secular, maintained evening classes and 22 operated kindergartens.

The entire 6 years of elementary instruction were provided by 63 schools. A total of 581 teachers—209 men and 372 women—provided the instruction. In 1944 there were 7,922 pupils, with an average attendance of 7,115—nearly 1,000 more girls than boys.

In general, private schools in El Salvador are said to be superior to the public schools. They have better buildings, better libraries, better equipment, and a more selected student body. Except in a few instances, however, they do not pay better salaries to their teachers. As the great majority of the private schools are maintained by religious organizations, most of the subjects are taught by priests and nuns whose living is provided by the order to which they belong. The official State programs of study are followed; but classes are usually smaller, attendance is more regular, and textbooks are more widely used.

AMERICAN SCHOOL

Late in 1945 a group of Salvadorians and citizens of the United States resident in San Salvador united in a movement to found a kindergarten and elementary school in which the curriculum and teaching methods would correspond with those of similar levels of education in the United States. The writer attended one of the meetings of this group and was impressed by their enthusiasm, their intelligent understanding of the problems involved in the project, and their determination to carry out their plans. The Ministry of Public Education has granted the school permission to deviate from official regulations and curriculum in such necessary respects as admission and language requirements, and a grant has been obtained from the Inter-American Schools Service of the American Council on Education in Washington, which insured the opening of the school in 1946.

RURAL SCHOOLS

Two-thirds of El Salvador's school-age population live in rural areas; yet only 10 percent of these children are actually enrolled in school. Consequently, although elementary education in general is regarded as the most pressing need of the Republic today, the focus of attention has shifted strongly toward the rural schools.

In 1945, 890 of the 1,299 State-operated elementary schools were rural. According to the director of rural education in the National Ministry, 682 rural schools provided first-grade instruction only, and 200, first- and second-grade. Seven were of 3 grades and 1 school offered 4 grades of instruction.⁹ The work of the third and fourth grades is practically identical with that of the corresponding grades in urban schools. Officially, the rural school program consists of 2

⁹ Report of the Head of the Section of Rural Education and the Literacy Campaign to the Minister of Public Education. San Salvador, October 1945.

years of instruction, and differs only slightly from the urban program. Drawing is begun in the first year instead of the second, and 5 hours weekly of nature study are provided as compared with 4 in city schools.⁷ Teaching is supposed to be adapted to conditions in the immediate locality; but most schools lack the necessary terrain for the agricultural activities called for, materials have not been adequately provided either for agricultural instruction or for the related minor industries, and the vast majority of teachers are not prepared for the broad scope of activities expected of them. Pronouncements of the Minister of Public Education and other officials indicate that a serious effort is now being made to augment provisions for rural instruction, to render it as practical as possible, and to adapt it increasingly to the interests and needs of the local community.

In July 1944 the Section of Rural Education and the Literacy Campaign was created in the Ministry of Public Education to direct and supervise instruction in these fields. The same decree that created this department called for the founding of a rural normal school for the training of rural school teachers—a type of institution that is now being considered as a part of the Cooperative Education Program. Meanwhile, for the more effective control of rural school instruction, a number of special school districts have been established in the Republic and 110 city school teachers who serve within these districts are acting as *ad honorem* district chiefs for the technical or professional orientation of the rural teachers.

The new section in the Ministry periodically publishes a 32-page pamphlet of general and professional interest to rural teachers and distributes small mimeographed booklets containing literary selections and brief articles on educational topics. It also has established a professional circular service to present guides to various types of teaching methods as an aid to the teacher. Upon the recommendation of this section of the Education Ministry, a legislative decree, dated June 11, 1945, imposed a tax of 3 centavos de colon (\$0.012, U. S.) on each liter of national or imported liquor sold in the Republic, the proceeds to be used for the construction of rural school buildings. In November 1945, however, this decree had not yet been made effective.

LITERACY CAMPAIGN

Following the lead of many other Latin American republics, El Salvador is inaugurating a campaign to eliminate the great percentage of illiteracy in its population. Initiated in 1945 through private sponsorship, this movement to spread knowledge of reading and writing among the 50 to 60 percent of the country's population who lack

⁷ Plan y Programas de Enseñanza Primaria Rural de El Salvador a regir desde el año de 1940. Ministerio de Instrucción Pública. San Salvador, Imprenta Nacional, 1940.

these skills is being ably supported by the Education Ministry through its section of Rural Education and the Literacy Campaign. A special lesson book (*cartilla*) has been prepared and its publication and distribution were under advisement late in 1945. In addition to the teaching of reading, writing, and the fundamentals of arithmetic, the campaign is concerned with the dissemination of information and the development of skills related to sanitation, health, hygiene, and methods of social cooperation. Various literacy centers have been established in different parts of the Republic—3 under Government direction, and regulations for their instructional and other activities have been drawn up.

According to these regulations, a literacy center may be established wherever there are 25 students of more than 15 years of age. Instruction is to be divided into 3 levels of 60 hours each in 3-month periods, promotion from one level to another being determined on the basis of tests administered at the close of each period. Classes may be held at any time of day and may be coeducational. The program of studies consists of the national language (Spanish), fundamentals of mathematics, hygiene, social customs, civics, and moral education. Upon completion of the 3 levels, the student will be given a certificate of literacy. Persons gaining literacy in other than centers authorized by the Ministry of Education may take an examination for the certificate.⁸

TEACHERS

In 1944 El Salvador had 3,477 elementary school teachers in all the official, semi-official, municipal, and private schools of the Republic. There were 2,538 urban, 691 rural, and 248 evening school teachers. Approximately 60 percent were women.

TRAINING

About 30 percent of these teachers have received 4 or 5 years of post-elementary school training in the normal schools and hold the title of Elementary School Teacher, which is the highest title and diploma conferred in the teacher-training institutions of the Republic. Of the remaining 70 percent, the great majority have had only 5 or 6 years of elementary schooling. A few are students or graduates of the secondary or commercial schools. Still another group has taken 2 or 3 years of teacher training in specially authorized "normal sections" established in a number of the country's 6-year elementary schools to fill the growing need for additional teachers. Reliable statistics concerning these various groups were not available.

⁸ Reglamentos de Centros Alfabetizadores para Adultos. Courtesy of the Head of the Section of Rural Education and the Literacy Campaign, San Salvador, November 1945.

CLASSIFICATION

Elementary school teachers in El Salvador are grouped by the Law of Teaching Personnel ⁹ into 3 classes, as follows: First class, teachers holding the title of Elementary School Teacher from a State Normal School; Second class, those holding a diploma granted for completion of the 2-year course in an authorized normal section; and Third class, those holding a certificate of teaching ability acquired through examination by individuals who were given teaching positions, generally in rural schools, with only elementary school preparation. Within these 3 classes, teachers are further grouped into categories, according to 3-year periods of service. To be eligible for a teaching position in any public or private school in the Republic, it is necessary to be listed in the Official Register in the Ministry of Public Education.

An idea of the relative number of teachers in the different classes and categories may be obtained from the Salary Law for 1945.¹⁰ More teachers were actually hired in that year, and there was a slight increase in salaries; but the general picture, as revealed in table 4, is indicative. About 28 percent of all teachers belonged to Class A, or First class; 5 percent to Class B, or Second class; and 54 percent to Class C, or Third class. The remaining 13 percent were unclassified.

Table 4.—Categories, number of teachers in each, and salaries (in colones) for El Salvador's schools, by class ¹

| Category | First class—A | | Second class—B | | Third class—C | |
|-------------|--------------------|----------------|--------------------|----------------|--------------------|----------------|
| | Number of teachers | Monthly salary | Number of teachers | Monthly salary | Number of teachers | Monthly salary |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1 | 107 | 90 | 41 | 75 | 214 | 60 |
| 2 | 75 | 85 | 17 | 70 | 215 | 55 |
| 3 | 125 | 80 | 18 | 65 | 215 | 50 |
| 4 | 441 | 75 | 49 | 60 | 610 | 45 |
| Total | 748 | ... | 125 | ... | 1,403 | ... |

¹ As estimated in the education budget for 1945.

Unclassified—40 evening school teachers, at 30 colones a month; 62 apprentice normal school graduates, at 45 colones a month; 150 special rural school teachers, at 30 colones a month; 77 music, singing, and special subject teachers, at 30 colones a month—Total, 369.

SALARIES

In 1945 the minimum salary for classified elementary school teachers was raised from 35 to 50 colones (\$20, U. S.) a month, payable 12 months of the year, and a further increase to 60 colones was

⁹ Ley del Personal Docente, del 28 de junio de 1929. In *Recopilación de Leyes y Disposiciones Reglamentarias de Educación Primaria*. Publicación del Ministerio de Instrucción Pública. San Salvador, Imprenta Nacional, 1937. p. 29-32.

¹⁰ Ley de Salarios. In *Diario Oficial*, Tomo 137, núm. 286. San Salvador, 22 de diciembre de 1944.

established for 1946. Principals of urban schools receive 95 colones a month. The 1945 range of from 50 to 90 colones a month for regularly classified teachers is expected by Ministry officials to be raised to from 75 to 150 colones (\$30 to \$60, U. S.) by January 1948.

RETIREMENT AND PENSION

Teachers of El Salvador's public (State) and municipal schools who complete certain numbers of years of service or who because of ill-health or permanent injury may be incapacitated for continued service, are eligible for retirement with pension, as follows: Less than 8 years of service, 30 percent of the highest salary received; 8 to 15 years, 40 percent; 15 to 20 years, 50 percent; 20 to 25 years, 60 percent; 25 to 30 years, 80 percent, and 30 years or over, 100 percent.¹¹ These percentages are all somewhat higher than those established for other public employees. The "highest salary" in these calculations is that received over a period of 180 consecutive school days. In no case may the pension exceed 200 colones (\$80, U. S.) a month. In the event of the death of the pensioner, the law provides for continued payment of the pension to legitimate children, to the wife, or to legal parents. Payment of the pension stops when the orphaned son attains the age of 21 years, or when the wife, mother, or daughter marries. To be eligible for a son's pension, parents are required to show inability to maintain themselves.

The Ministry of Public Education grants aid toward the payment of a deceased teacher's burial expenses to the amount of 60 colones (\$24, U. S.), if the teacher dies in service, and/or 30 colones in the case of ex-teachers who have served honorably for 5 years or more.

IMPROVEMENT IN SERVICE

From time to time the Ministry of Public Education has established opportunities for the improvement of teachers in service at the lower levels of the salary scale. The normal sections provided in various 6-year elementary schools throughout the Republic are a good example. Elementary school graduates who wish to enter the teaching field or who have already done so, are permitted to enroll for 2 or 3 years of gratuitous instruction in a complete but abbreviated normal school course. The principal requirements for admission to these normal sections, as they are called, are completion of at least 5 years of elementary education, good health and character, and a minimum age of 14 years. Successful termination of the work gives the student a Class B or Second-class teacher classification.

In 1945 plans were being made to provide improvement courses in general education for all the country's teachers, especially for those

¹¹ Ley de Pensiones y Jubilaciones Civiles: San Salvador, 25 de mayo de 1930. Modified by Decree No. 109, July 10, 1945.

who hold only the certificate of teaching ability (p. 32). Correspondence study and local teacher-study groups at various strategic points in the Republic were planned, with examinations designed to aid these teachers to obtain regular teaching certificates or titles. A special vacation school for teachers was held in San Salvador in January 1945, with the cooperation of the Inter-American Educational Foundation Inc. The opening of a new normal school, possibly on a more advanced level than those now functioning, is also under consideration.

TEACHERS' ORGANIZATIONS

Although at various times during the present century there have been attempts to organize the school teachers of El Salvador, only local and rather ineffectual societies were to be found in the country in 1943. In this year, however, with the encouragement of the Ministry of Public Education, the Salvadorian Teachers' Association was founded. Affiliated with the Confederation of American Teachers, this body now has a membership of about 300 men and women—all elementary school teachers. Its principal objectives are the increase of salaries, improved tenure regulations, and financial aid for sick and unemployed teachers.

In March 1945, another association, the Salvadorian Teachers' Front (Frente Magistral Salvadoreña) was founded. The membership of some 250 is made up of both elementary and secondary school teachers, each of whom pays a monthly fee of 2 percent of his salary. This organization works toward the same ends as the Salvadorian Teachers' Association, and publishes a monthly newspaper called *Frente*, for the diffusion of educational propaganda. The statutes by which the society is governed have been approved by the National Government, so that it is the official teachers' organization of the Republic. Arrangements are being made for the use of a headquarters building from which a program of economic, social, and recreational activities is to be carried out.

CHAPTER III

Secondary Education

INSTRUCTION on the secondary or post-elementary school level is provided in 3 national institutes of science and literature, 24 private secondary schools, 4 normal schools, 32 commercial schools (including secondary schools which offer commercial courses), and the National Military Academy. A school of graphic arts and a vocational school for girls complete the country's provisions at this intermediate level. The national institutes, private secondary schools, and the commercial schools are under the direction of the department of Secondary and Commercial Education in the national Ministry. The normal schools and the girls' vocational school operate under the Department of Elementary and Normal Education. The Military Academy is directed and maintained by the Ministry of National Defense. The School of Graphic Arts, although maintained economically by the Ministry of Public Education, functions independently.

ACADEMIC SECONDARY EDUCATION

Academic secondary education, initiated in El Salvador in 1841 with the founding of the Colegio "La Asunción", is provided today in the 3 national institutes in San Salvador, San Miguel, and Santa Ana, and the 24 secondary schools of science and literature maintained in the larger cities by private individuals and religious organizations. Administrative and technical control of the national institutes, and technical control of the private schools, are exercised by the department of secondary and commercial education in the national Ministry. This department authorizes the establishment of new schools; grants official recognition to old institutions which comply with requirements in regard to plant, staff, students, curriculum, and the like; approves school staff appointments; determines the curriculum; controls all annual final and baccalaureate examinations; and awards all legally valid study certificates and baccalaureate degrees. It controls registration and the collection of all matriculation and examination fees, through the "General Francisco Menéndez" National Institute in San Salvador, where such activities are conducted for all public and private secondary schools of the Republic. This National Institute, founded in 1885 in honor of the eminent soldier and statesman who won the definitive separation of El Salvador from the Central American Federation, serves as model and guide for secondary education throughout the country.

ADMINISTRATION

Internal administration in each national institute and in most of the private *colegios* is left to the principal, the assistant principal, and the council of teachers. Regulations established by law, and published and distributed by the Ministry of Public Education, determine the bases of secondary school administration in general; the principal is responsible for the school's compliance with the regulations; and the council of teachers, for procedures conducive to the improvement of instruction in the individual school.

ORGANIZATION

Academic secondary education comprises a 5-year course upon completion of which the student is subjected to a comprehensive examination for the bachelor's degree—the main requirement for admission to the university. Several attempts have been made from time to time to increase the number of years in the secondary school course. In 1898, for example, an extra year of specialization for subsequent university work was added.¹ Official regulations established in 1911 extended the program to 7 years, with 1 year of preparatory study, 4 of regular secondary school instruction, and 2 of specialization for the baccalaureate.² In these last 2 years the student took major study and the degree was conferred either in (1) medicine, pharmacy, and dentistry; (2) law; or (3) engineering, according to the university school the student desired to enter.

These changes were short-lived, however; and since 1919, the 5 year course and the general baccalaureate degree permitting entrance to any university school have been recognized as official. Many secondary school and university people express the conviction that a 6-year course, in which the first 4 years are devoted to general culture and the last 2 to specialized study in preparation for admission to a particular professional school, would produce better results than the present organization.

AIMS

The objective of this type of secondary education is almost exclusively preparation for the university. Approximately 3,000 young people finish elementary school each year, and between 600 and 700 of them enroll in academic secondary schools, hopeful of continuing their education in the university. For this select group the baccalaureate degree is regarded as traditionally and socially desirable as well as professionally indispensable, and although a few commercial courses are sometimes offered as a concession to the advocates of "education for

¹ Francisco Espinosa. *Evolución de la Enseñanza Secundaria en el Salvador*. San Salvador, Tipografía La Unión, 1938. p. 7.

² *Ibid.*, p. 7.

more effective living," university preparation is paramount. Moreover, students who are unable to complete the requirements for the degree are considered (and consider themselves) as failures. Even those who succeed in acquiring the bachelor's degree are regarded as failures unless they enroll in one of the university schools.³

Prior to 1910, there seems to have been no question as to the function of the secondary school in El Salvador. The French concept of secondary and higher education for the development of an intellectual elite was introduced throughout Latin America in the early days of independence and it is only natural that El Salvador should follow the way of her sister republics. Toward the close of 1910, however, the official secondary school law declared that the "principal objective is to perfect and broaden the learnings acquired in the elementary school, so as to complete a program of general education." Closer articulation with the elementary school and elimination of the influence of the university were intended to give to the secondary school a terminal character comparable to that of the normal and commercial schools of the country. The very next year another regulation established the dual aim of university preparation and general culture. And 15 years later, university preparation again became the sole aim of secondary school instruction.

As stated in the regulations governing the "General Francisco Menéndez" National Institute, the model and guide of all other secondary schools in the Republic, the aim is "instruction in science and literature leading to the bachelor's degree."⁴ Another aim is included for this particular school—that of cooperating with the Ministry of Public Education in everything pertaining to the improvement of secondary education in the Republic; but school authorities insist that this has no connection with the ultimate objectives of the instruction provided. Reform of this *Reglamento*, contemplated for 1946, is concerned primarily with the demilitarization of the school's internal regimen.

SCHOOL YEAR AND DAY

The school year consists of 8 months of classes, beginning in February and ending in September. October and the first half of November are taken up with examinations. Ordinarily, classes of 45 minutes' duration are held in the morning, 6 days a week, from 7 to 12 o'clock. A few private schools have afternoon periods, usually from 2 to 5 p. m. The long vacation comes in December and January, as in the case of the elementary schools. In the majority of secondary schools, class attendance is compulsory, absence from more than 25 percent of one's classes resulting in automatic failure.

³ Ibid., p. 6.

⁴ Reglamento Interior del Instituto Nacional "General Francisco Menéndez." San Salvador, 3 de febrero de 1942, Art. I.

ADMISSION

Completion of the 6-year elementary school, sound physical condition, and good moral character are the major requirements for admission to El Salvador's secondary schools. Instruction in the national institutes is free of charge and provided chiefly for young people whose parents cannot afford to send them to a private school. Many more boys and girls than can be accommodated apply for admission, and in order that the most promising may be selected, an entrance examination is sometimes required.

All students, both public and private, pay a registration fee of 4 colones (\$1.60, U. S.) a year to the National Institute in San Salvador, which files their names and school record in the department of secondary and commercial education in the National Ministry. Students of private schools are required to pay this fee in addition to the registration charge of the school attended, which is usually somewhat lower. This entitles them to take their yearly final examinations in the "General Francisco Menéndez" National Institute—a procedure required for control purposes in connection with the legal requirements for the baccalaureate diploma, which only that school is authorized to confer. A fee of 1.20 colones is charged by the State for each subject-examination at the end of the year, this charge being also additional to the examination fees in the individual school. Late registration and postponed examinations generally call for the payment of a double fee.

The State exempts girls, outstanding students, and extremely poor children from payment of registration and examination fees. In many cases, where the student's home town does not have a State school of secondary level—academic, commercial, or normal—the State provides scholarships in a private institution, covering all or as much as necessary of the total expenses for tuition, room, board, laundry, and the like. Winners of these grants are determined by open competitive examination, and may continue to receive aid throughout the 5-year course if their classwork and conduct are acceptable.

Private schools charge tuition fees which vary from school to school and from class to class. As a general rule, these fees are payable 12 months of the year, and average somewhat as follows: First year, 12 colones a month; second and third, 15 colones; fourth, 18; and fifth, 20. And although this range of from \$4.80 to \$8 (U. S.) a month is not unreasonably high, the vast majority of the country's people are unable to pay it; and as there are only 3 free public secondary schools in the Republic, only a limited number of children have the advantages of this type of education.

CURRICULUM

Broadly speaking, the curriculum in El Salvador's academic secondary schools includes the same materials that are studied in the

high schools of the United States. Twenty-eight 45-minute class periods a week are required of each student through the 5-year course. There are no electives, although a student may take additional work in the commercial field. Noteworthy additions to the subjects ordinarily encountered in our own secondary school program are: Geography, studied 3 hours a week for 3 years; psychology and logic, taken 5 hours a week for 2 years; and geology and mineralogy, and meteorology and cosmography, each studied 3 hours a week for 1 year. A considerably greater number of hours of history, mathematics, science, and language work are also required in El Salvador's schools than in our high schools.

English is said to be important, if not absolutely indispensable, for the future commercial and technical development of the country; but it is provided only in the first 3 years, 3 hours a week. French is required in the last 2 years of the course, also 3 hours a week, for its cultural values and its usefulness in university study, in which reference materials by French authors are widely used.

In general, it may be said that very little is done in the way of practical exercises in which the students participate. Even in the sciences, laboratory work consists almost exclusively of teacher demonstration and is greatly limited by the scarcity of apparatus and materials. Table 5 presents the program of studies in El Salvador's academic secondary schools in 1945.

METHODS AND TEXTBOOKS

Teaching method in the academic secondary school has been practically untouched by the modern psychological principles which are taking hold increasingly at the elementary school level. In the national institutes this is particularly true, but even in the private institutions (colegios) little real progress has been made. The teachers lecture, explain the assignment or the lesson, and then dictate a prepared summary or brief which the students enter in their notebooks. Class discussion of the materials studied is infrequent and student questions are extremely rare. Textbooks are used in many of the classes, but because of the detailed character of the subject matter required by the official outline of studies,⁵ the teachers as well as the students find them of questionable study value. Textbooks supposedly corresponding to the official course content have been prepared in El Salvador for the subjects of algebra, geometry, cosmography, Greek, Latin, psychology, logic, Spanish, anatomy, and physiology; yet, according to the director of the National Institute "General Francisco Menéndez", only the cosmography text is used in that school—the largest and most influential in the Republic. All the other books

⁵ Programas de los Cinco Cursos de Ciencias y Letras. Publicaciones del Ministerio de Instrucción Pública. San Salvador, Imprenta Nacional, 1937.

used come chiefly from Argentina, Chile, Mexico, France, Guatemala, and Spain. All are employed more as reference works than as textbooks.

Table 5.—Secondary school program, El Salvador, 1915

| Subject | Hours a week per school year | | | | | Total |
|--|------------------------------|----|-----|----|----|-------|
| | I | II | III | IV | V | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Arithmetic | 6 | | | | | 6 |
| Algebra | | 6 | | | | 6 |
| Geometry | | | 6 | | | 6 |
| Trigonometry | | | | 3 | | 3 |
| Geography—Old World | 3 | | | | | 3 |
| Geography—New World | | 3 | | | | 3 |
| Geography—Central America | | | 3 | | | 3 |
| History—ancient and medieval | 3 | | | | | 3 |
| History—modern and contemporary | | 3 | | | | 3 |
| History—American (continent) | | | 3 | | | 3 |
| History—Central American | | | | 3 | | 3 |
| Botany and elements of agriculture | 3 | | | | | 3 |
| Zoology | | 3 | | | | 3 |
| Geology and mineralogy | | | 3 | | | 3 |
| Anatomy, physiology and hygiene | | | | 3 | | 3 |
| Elements of physics | | | | 6 | | 6 |
| Elements of chemistry | | | | | 6 | 6 |
| Meteorology and cosmography | | | | | 3 | 3 |
| Psychology and logic | | | | | 5 | 5 |
| Laboratory exercises | | | | 2 | 2 | 4 |
| Stenography | | | | 1 | 1 | 2 |
| The Constitution | | | | | 2 | 2 |
| Civics, morality and etiquette | 2 | 2 | 2 | | | 6 |
| Spanish (rhetoric, syntax, literature) | 5 | 5 | 5 | 3 | 3 | 21 |
| English | 3 | 3 | 3 | | | 9 |
| French | | | | 3 | 3 | 6 |
| Latin | | | | 3 | | 3 |
| Greek roots | | | | | 2 | 2 |
| Drawing | 2 | 2 | 2 | | | 6 |
| Physical education | 1 | 1 | 1 | 1 | 1 | 5 |
| Total | 28 | 28 | 28 | 28 | 28 | 140 |

EXAMINATIONS AND GRADING

Written examinations have replaced the traditional oral questioning formerly common in the secondary schools of El Salvador. The individual teachers give monthly and semester tests dealing with the materials studied by the class, and final examinations are administered at the close of the year by an examining board appointed by the Ministry of Public Education. For admission to the National Institute "General Francisco Menéndez" a 2-hour entrance examination is required. This test consists of 2 parts—1 of Spanish and 1 of arithmetic and the fundamentals of geometry. There are 5 questions in each field, based on the teachings of the elementary school, and changed annually. Grades are assigned on a 1- to 10-point scale, 5 being necessary for passing.

Final examinations for all secondary school students of the Republic are held in the National Institute "General Francisco Menéndez" dur-

ing the months of October and November.⁶ Regular examinations are scheduled in October; special or re-examinations, in November. For these final evaluations of the student's accomplishments, five topics are selected from the examination section of the official study program in each subject and the student is allowed 2 hours in which to write his discussion of them. A 3-member examination board administers the test, reads the papers and individually assigns a grade. The average of the 3 grades thus assigned is the student's grade in the subject for the year. Specifically, 1 and 2 are regarded as poor (*malo*); 3 and 4, fair (*regular*); 5 and 6 good (*bueno*); 7 and 8, good plus (*bastante bueno*); 9, very good (*muy bueno*), and 10, excellent (*sobresaliente*). It is generally conceded that because of smaller classes, superior equipment, and more select student body, the private schools of the country make a very fine showing in these final examinations.

For several years a system of grade coefficients has been growing in favor. Mathematics and Spanish, for example, are allotted a coefficient of 3; geography, history, and the sciences, 2; and foreign languages and civics, 1. The grade received on the final examination in a given subject is multiplied by the corresponding coefficient, and the sum of the products in all subjects studied during the year is taken as the final grade for the year. A score of 65 points is regarded as passing, provided that the student receive at least 5 scale-points in 3-coefficient subjects, 4 in 2-coefficient subjects, and 3 in 1-coefficient subjects.⁷

BACCALAUREATE EXAMINATIONS

After passing the final examinations corresponding to the fifth year of the academic secondary school course, students are registered in the National Institute "General Francisco Menéndez" for the private baccalaureate examination in sciences and literature (*Examen Privado de Bachillerato en Ciencias y Letras*) which is held during the first 2 weeks of December. The examination is a written, group ordeal in 3 daily sessions, each of which is administered and supervised by a separate 3-member board appointed by the Minister of Public Education. Students are notified as to the days and hour of their examination by the Director of the National Institute, through their respective school principals. A 9-colon fee is charged for the examination.

⁶ In 1940 the Ministry of Public Education abolished this traditional centralized examination system, in favor of new type group objective examinations prepared and administered by the teachers in the individual schools. To orient and guide the teachers in this novel responsibility, the ministry has set up a circular service, and a special edition of a Peruvian textbook on the construction and interpretation of objective tests has recently been published. Examination grades will be assigned according to the traditional 1- to 10-point scale.

⁷ Special report prepared by the head of the Department of Secondary and Commercial Education. San Salvador, November 1943.

Although regular final examinations are rigorous in El Salvador, the baccalaureate examination is much more so. Based on the official printed guide,⁸ the 3 sections deal with (1) *natural sciences*—botany, zoology, geology, anatomy, physiology, hygiene, and chemistry; (2) *literature and philosophy*—grammar, literature, psychology, and logic; and (3) *mathematics*—algebra, geometry, trigonometry, physics, and cosmography. Three hours are devoted to mathematics and 2 each to the other groups. A few minutes before the beginning of the examination—and in the presence of the director of the National Institute "General Francisco Menéndez," the members of the examining board, and one of the students to be examined—3 topics relating to each of the 3 groups are drawn by lot. These topics constitute the examination. Each examiner assigns a grade, the average of the 3 grades thus given being the student's score on that section of the examination. A 1- to 10-point scale is employed, with 5 points required for passing; but a grade of 3 or 4 on one section of the examination may be compensated by high grades on the other two, provided the total is at least 15 points. Students who fail in these regular degree examinations are given another opportunity the following February. Successful candidates are granted the diploma of bachelor of sciences and literature (*bachiller en ciencias y letras*) upon payment of a 10-colon fee.

ENROLLMENT

In 1944, a total of 4,765 students were enrolled in El Salvador's middle schools of all types—approximately 4 percent of the total school enrollment. Figures supplied in the National Ministry showed that 24.21 percent of the children completing the sixth grade enter academic secondary schools and 52.06 percent enter commercial schools. About 100 enter normal schools and the military school. The remainder seek employment or stay at home.

Each of the 3 national institutes and 10 of the private schools provide the full 5-year secondary school course. Five of the private schools provide 4 years of instruction; five, 3 years; two, 2 years; and two, only the first year. A few of the private schools offer additional work in the fields of commercial and normal education, and nearly all provide elementary level instruction; but they are all small institutions, the average enrollment in 1945 being 56 students.

As of October 1945, the enrollment in all the academic secondary schools of the Republic totaled 1,864 students. About 28 percent were in the national institutes. The total enrollment was distributed as follows: First year—648, or 35 percent; second year—448, or 24 percent;

⁸ Programas para el Examen Privado de Bachillerato en Ciencias y Letras. Ministerio de Cultura. San Salvador, Imprenta Nacional, Septiembre de 1945.

third year—299, or 16 percent; fourth year—260, or 14 percent; and fifth year—209, or 11 percent. Compared with 1,391 in 1937⁹ and 1,723 in 1942,¹⁰ the 1,864 enrollment in 1945 reveals a slow but steady increase in the number of boys and girls who are taking advantage of this type of post-elementary instruction.

LIBRARIES AND LABORATORIES

Each secondary school maintains a library in which it stores books, magazines, and government publications. Only rarely are specific volumes purchased for a definite purpose. In general, the shelves contain a few hundred French, Spanish, and Latin books, the vast majority of which, because of their publication dates, are practically valueless in the school program today. The National Institute "General Francisco Menéndez" in San Salvador has about 1,000 volumes in its library but little use is made of them by either teachers or students. According to the librarian, about 25 students a month is normal. One of the private schools, the Liceo Cultura in San Salvador, maintains a library of between 2,000 and 3,000 volumes; yet its director stated that it is not used as an indispensable element but rather as an adornment. A number of the secondary schools have been donated attractive volumes by the embassies and other representatives of foreign governments, including those of Great Britain and the United States of America, but these books are not generally made a part of the school program and are seldom consulted by the students.

A few secondary schools have considerable apparatus and equipment for the teaching of physics and chemistry. It is commonly kept in cabinets or cupboards, however, and is used only for demonstration purposes by the teachers. The students themselves rarely engage in practical experimentation of any kind. For classes in botany, zoology, and the other biological sciences, the principal provision is a school museum in which fine specimens of plant and animal life are frequently found. Sometimes, also, there is a skeleton and a plaster cast of the human body consisting of articulated segments, for the study of anatomy.

DISCIPLINE

Prior to 1944 military discipline was maintained in the State secondary schools or national institutes. The principal ranked on a par with a regimental colonel in the army; the assistant principal, in charge of disciplinary matters, had to be either a colonel or a major. There were also captains as company commanders, and numerous other

⁹ Francisco Espinosa *Evolución de la Enseñanza Secundaria en El Salvador*. San Salvador, Topografía La Unión, 1938. p. 15.

¹⁰ *Diario Oficial* Tomo No. 134, Núm. 86 San Salvador, Martes 13 de abril de 1943. p. 1.134

military personnel for drill and orderly services. Discipline is said to have been extremely severe.

At the present time, regulations governing the State secondary schools are undergoing complete revision, so far as discipline is concerned. Already, civilian influences and practices are replacing the military. Punishment for breaches of good behavior and deficient scholarship continue to range from reprimand and detention after school hours to suspension and, in extreme cases, expulsion; but misbehavior is less frequent and the punishment less severe. Many schools employ "inspectors" who are placed in charge of disciplinary matters, the care of school property, substitute teaching, and tutorial work with the students.

PHYSICAL PLANT

As a rule, secondary school buildings, like those of the normal, commercial, and many of the better elementary schools, are old residences of one or two stories. The classrooms, offices, and other rooms surround a patio containing a royal palm or other tropical tree and a variety of plants and flowers. Sometimes there is a fountain in the center of the patio. In a few cases there are two or three patios, at least one of which is used as a playground and equipped for basketball. Stationary desks, infrequently washed windows, scanty blackboard facilities, and unstimulating wall decorations are typical. Several of the classrooms visited had no windows at all—only a wide door leading across the open corridor to the patio.

Compared with that in schools in other Latin American countries, the furniture of the principal's office, and generally that of the teachers' lounge and waiting room, is plain and unpretentious. Because El Salvador's secondary school is a product of her independence, there is little to remind one of the colonial period, except in some of the Church schools.

The National Institute "General Francisco Menéndez" occupies a huge 2-story building well adapted to educational purposes. Large, airy, well-lighted classrooms, laboratories, offices, and library face on the patio, across the middle of which the second floor projects, forming an open-sided but roofed and floored section that serves as theater, study hall, dancing floor, and place for entertainments and conferences.

FINANCIAL SUPPORT

For the support of the three national institutes the Government included the sum of 83,469.12 colones (\$33,387.65, U. S.) in the Ministry of Public Education budget for 1944—less than 3 percent of the total for all education. Of this amount, 53,754.56 colones were assigned to the General Francisco Menéndez school. The remainder

was divided equally between the other two national institutes. The per pupil administrative cost in this type of secondary education was thus about 160 colones (\$64, U. S.).

NORMAL SCHOOL EDUCATION

Teacher training in El Salvador is provided at the secondary school level and differs from secondary education proper chiefly in the addition of education courses. The State maintains two teacher-training institutions, the Boys' Normal School (*Escuela Normal de Varones*) and the Girls' Normal School (*Escuela Normal "España"*), both in San Salvador. Seven private schools—4 girls' and 3 boys'—have been officially authorized by the Government to provide normal instruction, but only 2 were doing so in 1945. Each of the State schools is required to maintain a 6-year practice school at the elementary level. The girls' school maintains two such practice units. Private institutions have preparatory sections which serve this purpose.

In 1945 a total of 345 students were enrolled in normal school classes, the 2 private schools having 41, or slightly less than 12 percent. For the maintenance of the 2 State schools, the 1945 education budget allotted 112,842.84 colones (\$43,137.14, U. S.), or approximately 33 percent more than was appropriated for the 3 national institutes of science and literature.

AIMS

Normal education aims to prepare elementary school teachers who will be well-integrated individuals, capable of living intelligent, socially active, and responsible lives, and of guiding the lives of others in a democratic community. Given the youthful age of the students, however, and the heavy classroom requirements amounting to 34 periods a week annually, the fulfillment of this aim can be only approximated.

ADMINISTRATION

The normal schools, both State and private, receive orientation and direction through the department of elementary and normal instruction in the National Ministry. Administrative and instructional personnel are appointed by the Minister through this department, in the light of recommendations made by the respective normal school director. Individual institutions are governed by principals or directors, who enjoy almost complete independence in the technical or professional aspects of their work. Each normal school also has an assistant director, in charge of supervision, discipline, and various administrative tasks; a secretary-treasurer; a part-time physician; and as many teachers and inspectors as the program of studies and the size of the student body require. In each practice school there

are also a principal, an assistant principal, and a teacher for each of the 6 elementary school grades.

ADMISSION, SCHOLARSHIPS, AND FEES

Ordinarily, a certificate showing completion of the sixth grade of elementary school, and an entrance examination are required for admission to the normal school. In the case of applicants from towns and settlements which provide only 4 years of elementary education, admission is granted upon presentation of proof that they have resided in the respective community during the last 3 years and that their elementary school record attests to their superior mental capacity and their special aptitude for the teaching profession. All candidates must be native Salvadorians—males, between 15 and 20 years of age; and females, between 14 and 18 years. Sound physical health and good moral character are also required.

The State normal schools receive scholarship, boarding, and day students. There is no charge for tuition, nor for the entrance examination; but an annual registration fee of 4 colones is required. Numerous scholarships are provided, covering board, room, laundry, medical attention, and other expenses. In 1945, a total of 100 in the boys' school and 75 in the girls' held such scholarships, and an additional 20 scholarships were made available to students in each school for the year 1946. Candidates take a competitive examination and an aptitude test which are graded by a board composed of the director and 2 teachers of the respective normal school. A scholarship committee of 3 teachers appointed by the Minister of Public Education reviews all records and submits to the Minister the names of successful candidates. Results of the examinations are plotted on a graph indicating low, average, and superior performance, and students rating "low" are eliminated. Sons of teachers and students from remote sections of the Republic are given special consideration. Each scholarship holder is subjected to close observation and study during the first 3 months of the first year. At the expiration of this probation period an examination determines whether or not the scholarship shall be retained.

PROGRAM OF STUDIES

The school year runs from January 1 to the latter part of November, approximately a month longer than in the case of the regular secondary school. Vacations and holidays are otherwise identical with those of the other public schools of the country. The school day is from 7 a. m. to 12 noon, and from 2 to 5 p. m. Classes are 45 minutes in duration.

A 5-year course of studies is provided, in many respects the same as that of the academic secondary school. In general, the same sub-

jects are studied, but for a slightly fewer number of hours. Education courses are added to an already heavy load. Whereas the regular secondary school student is required to carry 28 hours a week, the normal school student takes 34.

From 1941 through 1945, a 4-year course was tried out, the subjects of the former fifth year being distributed among the other 4 years. By 1945, however, various modifications had been found necessary because, to fulfill requirements, students were required to take between 36 and 43 classes a week. For 1946, therefore, a new program has been worked out and the course has been extended again to the full 5 years, as indicated in table 6.

Table 6.—Program of studies, Normal School, 1946¹

| Subject | Hours a week per year | | | | | |
|---|-----------------------|----|-----|----|----|-------|
| | I | II | III | IV | V | Total |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Arithmetic—organization for teaching | 5 | — | — | — | — | 5 |
| Algebra—organization for teaching | — | 5 | — | — | — | 5 |
| Geometry—organization for teaching | — | — | 4 | — | — | 4 |
| Algebra—organization for teaching | — | — | — | 2 | — | 2 |
| Botany—plant, animal and human | 4 | — | — | — | — | 4 |
| Taxonomy—plant and animal | — | 4 | — | — | — | 4 |
| Biology | — | — | 4 | — | — | 4 |
| Physics | — | — | 3 | — | — | 3 |
| Chemistry | — | — | — | 5 | — | 5 |
| Child and adolescent psychology | — | — | — | 5 | — | 5 |
| Political economy | — | — | — | — | 3 | 3 |
| Geography—Central America | 2 | — | — | — | — | 2 |
| Geography—America | — | 2 | — | — | — | 2 |
| Geography—World | — | — | 2 | — | — | 2 |
| History—Central America | 3 | — | — | — | — | 3 |
| History—America | — | 3 | — | — | — | 3 |
| History—World | — | — | 3 | — | — | 3 |
| Philosophy | — | — | — | 3 | — | 3 |
| Philosophy of education | — | — | — | — | 3 | 3 |
| History of education | — | — | — | — | 3 | 3 |
| Spanish—Central American literature and grammar | 5 | — | — | — | — | 5 |
| Spanish—American (Latin) literature and grammar | — | 5 | — | — | — | 5 |
| Spanish—Literature (syntax and rhetoric) | — | — | 4 | — | — | 4 |
| Spanish—Principles and theory of literature | — | — | — | 3 | — | 3 |
| English | 3 | 3 | 3 | — | — | 9 |
| The Constitution | — | — | 3 | — | — | 3 |
| Morality, civics, and etiquette | 2 | 2 | — | — | — | 4 |
| Penmanship | 2 | 2 | — | — | — | 4 |
| Drawing | 2 | 2 | 2 | — | — | 6 |
| Principles of education | — | — | — | 4 | — | 4 |
| Physical education | 2 | 2 | 2 | 2 | — | 8 |
| Physical education of children and first aid | — | — | — | 3 | — | 3 |
| School organization | — | — | — | — | 3 | 3 |
| Psychopedagogy | — | — | — | — | 3 | 3 |
| Music | 2 | 2 | 2 | 2 | — | 8 |
| Manual arts | 2 | 2 | 2 | 2 | — | 8 |
| Practice teaching (general) | — | — | — | 3 | — | 3 |
| Agricultural practices | — | — | — | — | 2 | 2 |
| Children's literature | — | — | — | — | 3 | 3 |
| Special methods and practice teaching | — | — | — | — | 4 | 4 |
| Language, morality, and civics | — | — | — | — | 3 | 3 |
| Mathematics, physics, and chemistry | — | — | — | — | 3 | 3 |
| Natural sciences, geography, and history | — | — | — | — | 2 | 2 |
| Drawing and manual arts | — | — | — | — | 2 | 2 |
| Music and singing | — | — | — | — | — | — |
| Total | 34 | 34 | 34 | 34 | 34 | 170 |

¹ Reprinted, with permission, from a typewritten copy supplied by the Director of the Men's Normal School, San Salvador, November 1945.

For the guidance of the teachers in their work with this new program of studies, new outlines (programas) are to be evolved as rapidly as possible. The following technical features are to be given consideration in the elaboration of these outlines: (1) Aims, indicating the mental concepts to be developed; (2) centers of attention based on the biological and psychological interests of the adolescent; (3) bi-monthly time divisions, to facilitate the systematic development of units of increasing complexity and scope, and to allow for necessary modifications in the physical and social environment; (4) ability grouping, in accordance with the psychological principles of learning; (5) continuity of subject matter, for the proper integration of the units and for gradual professional development; and (6) correlation of materials, to bring out the elements common to all school subjects and to aid in the harmonious development of the personality.¹¹

EXTRACLASS ACTIVITIES

Under the heading of extraclass activities (*trabajos ex aula*) the official curriculum guide suggests many activities for the broadening of the students' interests and the enrichment of their learning. Albums and scrapbooks; collections of stones, seeds, leaves, fossils, Indian relics, and other articles; contruction of teaching materials, such as plaster casts of the body organs, instruments of measurement, maps, charts, sketches, and the like, are all out-of-class assignments. Social surveys are made. Parallel and special readings; individual assignments relating to the extraction of balsam, coal, chicle, resin, rubber, and tannin; excursions to the coastal and mountain regions, and to manufacturing plants, museums, concerts, art exhibits, and public offices; projects for reform in school grading and other educational procedures; garden planning and the cultivation of vegetables and flowers, are other activities supplementing the classwork of the normal school.

DEMONSTRATION AND PRACTICE TEACHING

A portion of the last year's work is devoted to special methods for the various subject groups, and each teacher conducts demonstration classes in the elementary school in his particular field. No fixed number of hours of practice teaching is required in either of the State normal schools. In the girls' school the students do practice work individually and by school subject. In the boys' school, teams of 9 students take complete charge of the work of all 6 elementary school grades during a week's time, the teams operating in turns. Three of the students function as principals of the school, the other 6 as classroom teachers. Each student in this way engages in 5 weeks of practice teaching during his last year in the normal school.

¹¹ *Ibid.*, p. 4.

METHODS

As in the academic secondary schools of the Republic, the teaching methods employed are strongly traditional. Normal school teachers lecture, explain, illustrate, and dictate; the students take copious notes for future study. Instruction and learning are said to be functional, but the classroom teachers actually provide little opportunity for the students to function in practical ways. Each State normal school has a small chemistry laboratory and a good-sized case filled with physics apparatus; but time, inclination, and tradition join forces with scarcity of materials to discourage student participation in experimental exercises.

Each State school also has a small library of between 800 and 1,000 volumes of a scientific and pedagogical nature, classified according to author and title. As in the regular secondary schools, however, the books are largely of foreign origin and are seldom used either by teachers or students. Textbooks are not required, and reference works must be approved by the Education Ministry before being placed on the school's library shelves.

EXAMINATIONS AND GRADING

Instruction in normal schools is divided into bimonthly periods, and tests of the objective type are administered at the end of each period. From these 5 tests student progress is determined and each student is given a performance rank in his class. Up to and including 1945, practically all tests and examinations were prepared in the department of elementary and normal instruction in the National Ministry; new regulations for 1946 permit the normal school staff to undertake this work for itself.

Final examinations, also of the objective type, cover the whole year's program and are regularly scheduled between October 15 and November 15. The grading system is similar to that used in the elementary schools (p. 22). Grades ranging between 1.00 and 1.99 are considered passing. Within this range, 1.00 to 1.25 is excellent; 1.26 to 1.50, very good; and 1.51 to 1.99, good. Grades of 2.00 or over indicate failure. Failure in as many as 2 subjects automatically prevents promotion.

The 1946 Regulation states that the minimum requirement for promotion, either subject or year, is satisfactory performance in 4 bimonthly tests and a passing grade on individual projects, reports, and similar activities completed during the year. Students failing 3 subjects may not under any circumstances be promoted; those failing 2 subjects must pass a special examination in each for promotion; and those failing in one subject only may take a special examination, but in the case of a second failure may attend classes at the

higher level and receive credit for them when he passes the failed subject.

TITLE EXAMINATION

According to a decree of October 17, 1944, the examination for the title of elementary school teacher (*profesor de instrucción primaria*) consists of 3 parts. The first is a test of general culture, based on the nonprofessional or regular secondary school subjects of the normal school program. The second consists of an examination in the professional subjects, the elaboration of teaching materials, and a demonstration of teaching in one of the elementary school grades designated by the examining board 12 hours in advance. In the third part, which is called the public examination, the candidate defends a thesis on an educational topic, prepared during his probational year as apprentice teacher. The several sections of this examination are eliminatory and are graded on the same basis as the final year examinations. A fee of 2 colones is paid by the student to each of the 3 members of the examining board for each examination.

Successful completion of all the subjects of the final year of the normal school course is required for eligibility to the first 2 parts of this title examination. Satisfactory performance in the general culture and the professional education sections entitles the candidate to a certificate which permits him to serve as an apprentice teacher for 1 year. Candidates who fail may be given another chance, at the discretion of the Minister of Public Education.

In 1946 the diplomas of elementary school teacher and of bachelor of science and literature were declared legally equivalent; so that graduates of the 5-year normal school course may now be admitted to university studies on the same basis as graduates of the academic secondary school. Students who have completed the former 4-year normal school course are given the privilege of making up the fifth year's work for the baccalaureate diploma.

COMMERCIAL EDUCATION

ADMINISTRATION AND CONTROL

As stated at the beginning of this chapter, commercial education is provided in 32 schools, including regular secondary schools which offer business subjects. Although all of the regular commercial schools are privately maintained and administered by individuals or lay or religious organizations, the department of secondary and commercial education in the National Ministry exercises a great degree of control over them. It authorizes their existence and gives validity to their certificates and diplomas and titles. It approves their staffs and their course of studies. It requires that each student registering in

them pay an official fee of 4 colones to the State, in addition to the fee charged by the school, and that each school submit to the Ministry at the close of the school year a detailed report of student progress.

ENROLLMENTS

Commercial education in El Salvador provides preparation for prospective accountants, bookkeepers, and commercial secretaries. Statistics for 1945 showed that there were 2,536 students in these three fields. Eight schools had 565 students in accountancy, 13 had 997 students in bookkeeping, and 20 had 974 students in the secretarial courses. A few schools also provided special classes in stenography and typewriting for office clerks. At least one school, the Fuentes Institute in San Salvador, has separate sections for men and women, maintains the last 5 years of elementary school in each section for preparatory purposes, and provides a 2-year course in dressmaking for the girls. In 1944, this school had 89 students in the elementary classes, 164 in the office clerk classes, and 19 in the dressmaking group, in addition to the 138 students in the 3 regular commercial courses.

ADMISSION AND FEES

In general, completion of the 6-year elementary school is required for admission to commercial studies. Exceptions are often made, however, in the case of students over 18 years of age, when the fifth-grade certificate is accepted. In the El Salvador Institute in the capital, applicants for admission to bookkeeping and office clerk courses are given a simple entrance examination in reading, writing, arithmetic, geography, and history. Ordinarily, a registration fee of one colon is charged. Tuition fees vary from 12 to 16 colones a month for accountancy course to 8 or 9 for stenography and typing. Practically all commercial schools are coeducational.

PROGRAMS OF STUDY

Both day and evening classes are usually held. Accountants are generally prepared in day classes in a 4-year course of studies. Commercial secretaries are prepared in 3 years, also in day classes. Bookkeeping is commonly offered in night classes and requires 4 years of study. The special stenography-typewriting course covers 2 years of evening study, including typing, shorthand, English, arithmetic, filing, business correspondence, and penmanship. Table 7 gives the 3 principal commercial courses approved by the Ministry.

STUDENTS

Teaching methods, examinations, grading, and disciplinary procedures in the commercial schools generally follow tradition. Much of the work, however, is fundamentally practical. The students are

Table 7.—Programs of studies for titles of accountant, secretary, and bookkeeper, 1945

| Subject | Hours a week per school year | | | | | | | | | | | | | | |
|--|------------------------------|----|-----|----|-------|--------------------------------|----|-----|-------|----|-------------------------------|-----|----|-------|--|
| | Accountancy (day classes) | | | | | Secretarial work (day classes) | | | | | Bookkeeping (evening classes) | | | | |
| | I | II | III | IV | Total | I | II | III | Total | I | II | III | IV | Total | |
| I | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | |
| General arithmetic..... | 6 | | | | 6 | 5 | | | 5 | 3 | | | | 3 | |
| Commercial arithmetic..... | | 5 | | | 5 | | 5 | | 5 | | 3 | | | 6 | |
| Algebra..... | | | 6 | | 6 | | | | | | | 3 | | | |
| Business and financial arithmetic..... | | | | 5 | 5 | | | | | | | | | | |
| Elements of statistics..... | | | | 3 | 3 | | | 3 | 3 | 3 | | | | | |
| Elements of accounting..... | 6 | | | | 6 | 5 | | | 5 | | | | | | |
| Business accounting..... | | 5 | | | 5 | | 5 | | | | 3 | | | | |
| Banking accounting..... | | | | | 6 | | | | | | | 3 | | | |
| Cost accounting..... | | | 6 | | 6 | | | | | | | | | | |
| Cost accountancy..... | | | | 5 | 5 | | | | | | | | | | |
| Government accounting..... | | | | 5 | 5 | | | | | | | | | | |
| Economic geography..... | | | | 5 | 5 | | | | | | | | | | |
| Political economy..... | 3 | 3 | | 3 | 6 | 5 | | 3 | 3 | | 2 | | 3 | 3 | |
| Commercial economics..... | | | | 3 | 3 | | | | | | | | | | |
| Theory of finance..... | | | | | | | | | | | | | | | |
| Elements of general law..... | | | | 3 | 3 | | | 3 | 3 | | | | 3 | 3 | |
| The Constitution..... | | 4 | | | 4 | | | | | | | | | | |
| Commercial law..... | | 2 | 3 | | 2 | | | | | | | | | | |
| Tariff and customs procedures..... | | | | | 3 | | | | | | | | | | |
| Public finance legislation..... | | | | | | | | | | | | | | | |
| Marketing..... | | | 3 | | 3 | | | | | | | | | | |
| Office practice..... | | | | 3 | 3 | | | | | | | | | | |
| Business law..... | | | 3 | | 3 | | | | | | | | | | |
| Professional ethics..... | | | | 2 | 2 | | | | | | | | | | |
| Business code..... | | | | | | | | | | | | | | | |
| Spanish..... | | | | | | | | | | | | | | | |
| English..... | 6 | 5 | 4 | | 15 | 5 | 5 | 4 | 13 | 3 | 3 | 3 | 2 | 2 | |
| Typewriting..... | 3 | 3 | 3 | 3 | 12 | | 3 | 6 | 16 | | 3 | | 3 | 3 | |
| Stenography..... | 3 | | 3 | | 6 | | 3 | 3 | 9 | | | | | | |
| Pennmanship..... | | 3 | | | 3 | | 3 | | 6 | | | | | | |
| Physical education..... | 3 | 3 | 3 | 3 | 12 | 3 | 3 | | 9 | | | | | | |
| Total..... | 33 | 33 | 33 | 35 | 134 | 34 | 34 | 35 | 103 | 12 | 11 | 15 | 17 | 58 | |

more mature, and many have had the experience of living and working in the everyday world. They thus realize now the values of their studies and participate in their classroom and other activities with much more enthusiasm than is customary among regular secondary and normal school students. As explained by the director of the El Salvador Institute, business schools function primarily for the benefit of those young people who are unable or do not wish to follow a university career. They also cater to day workers, offering them an opportunity to better not only their professional and economic conditions, but their social position as well. The extent to which these schools are filling a felt need in the life of the Republic is indicated by the growth in enrollments. In 1939, only 668 students were registered in commercial schools;¹² by 1942, the number had risen to 1,337,¹³ and in 1945 to 2,536, or 53 percent of all post-elementary or secondary school level students.

MILITARY SCHOOL

PROGRAM OF STUDIES

The Military School, located near San Salvador, provides a 4½-year course leading to a commission as 2d lieutenant in the National Army. In the first 4 years the program is identical with that of the corresponding years of the academic secondary school, with the addition of military materials as follows: First year, military theory; second year, fortifications; third year, topography; and fourth year, military tactics and armaments. The half-year military course is composed of military subjects, French and English, psychology, and analytic geometry.

ADMISSION

Students are accepted from either elementary or secondary schools. Completion of the sixth grade of elementary school and an entrance examination covering the work of that grade, are required. Applicants must be native Salvadorians, between 16 and 22 years of age, and present certified documents showing good health, high moral character, and previous good conduct. The entrance examination is administered in the Military School, under a board composed of 3 examiners, the director of studies, and the company commander. The Ministry of National Defense, at the proposal of the director of the school, grants admission to successful candidates, who then present themselves at the National Institute "General Francisco Menéndez" in San Salvador for payment of the 4-colon registration fee required of all sec-

¹² Francisco Espinosa. *Panorama de la Escuela Salvadoreña*. San Salvador, Talleres Gráficos Cisneros, 1941. p. 15.

¹³ Labor Educativa del Supremo Gobierno de El Salvador durante el Año 1942, Appendix No. 6-1. Ministerio de Instrucción Pública. San Salvador, Imprenta Nacional. 1942.

ondary school level students in the Republic. Preference is shown to Army sergeants with at least 2 years of active service, to sons of soldiers killed in action, and to soldiers' sons and brothers.

The Military School is attended by scholarship and boarding students. Scholarship students are those whom, through entrance examinations, the State selects for the military career and provides board, room, uniforms, laundry, medical attention, and instruction. All students or cadets are regarded as army sergeants, and the scholarship students receive sergeant's pay, plus the regular allowances, from which all expenses are deducted. Amounts left over at the time of graduation to lieutenancy are directed to the purchase of officers' uniforms.

Before the scholarship student reports to the school, his sponsor and legal representative is required to post a bond guaranteeing that the cadet will serve as an officer in the Army twice as many years as he was enrolled in the school, and that the State will be reimbursed 30 colones (\$12, U. S.) for each month spent by the cadet in the school if, for reasons other than illness contracted in the school or in the service, the full military course or the full service as commissioned officer is not completed.

Boarding students are those whose parents favor military discipline along with regular secondary schooling. These students are charged 30 colones a month for board, room, and laundry; instruction is free. In exceptional cases, students from academic secondary schools may enter second, third, or even fourth year as boarding students, but they may not be admitted in the final military course unless they have fulfilled the 4-year residence requirement. As a rule, boarding students plan to obtain the bachelor's degree and transfer to a national institute or a private school for their fifth year's work. Outstanding boarding students may be granted scholarships by the Ministry of National Defense, if they desire to work for the military commission.

EXAMINATIONS AND GRADING

Examinations in the academic subjects, formerly administered in the National Institute "General Francisco Menéndez," are given by the teachers in accordance with the new 1946 regulations governing secondary schools. Examinations in military subjects are given in the Military School under the supervision of a board named by the Ministry of Defense, on the recommendation of the director of the school. Cadets failing in not more than 3 subjects are given a second opportunity to pass, but no subject may be repeated in the Military School. The student must pass his courses or withdraw. Cadets who complete the requirements of the military course receive appointment as second lieutenants in the National Army, the 3 achieving the highest grades being allowed to choose the branch of service they wish to enter.

Boarding cadets who complete the work of the year are made second lieutenants in the Reserve Army.

Grading follows a 1 to 10 scale, somewhat similar to that used in the regular secondary schools. For promotion, coefficients are assigned in both cultural and military subjects, according to their considered importance and relative values. Mathematics, exact sciences, and military history and tactics have a coefficient of 5; Spanish, geography, history, topography, and military organization, 4; foreign languages, drawing, physical education, and such military subjects as armaments, fortifications, and international and military law, 3; and civics, zoology, physiology, and psychology, 2. In a few cases there are modifications in coefficient values in the first 2 years.

In each of the 4 school classes a monthly Honor Roll is posted, an average grade of at least 8 being required for inclusion. Conduct, drillwork, and military spirit influence the selection.

PHYSICAL PLANT

El Salvador's Military School is housed in a handsome, spacious building that was constructed for the use of a coffee growing company. Originally, it consisted of a large fronting on the highway, with a broad wing extending back at each end. Since it was taken over by the school, the quadrangle has been completed. A huge dormitory, a dining room, storeroom, kitchen, shower room, toilet, and barber-shops (one for officers and one for cadets) have been added, all facing on the patio. In the older part of the building are the well-lighted and ventilated classrooms, excellently equipped physics and chemistry laboratories (well stocked with modern military materials and literature), large officers' and cadets' recreation halls, administration offices, and a library of about 1,000 volumes. The school has 2 motion-picture projectors which are used regularly to supplement the classroom and field instruction. Each of the clean, well-ordered beds in the dormitory is equipped with a mosquito netting. The large dining hall contains about 25 tables for 4 persons each. A spotless washroom offers conveniently separated washbowls for 30 cadets at a time. At the side of the barracks, an extensive parade ground provides ample space for athletics and military drill. At each end of the main building, a second-floor tower room about 35 feet square with two sides completely windowed, provides ideal classroom facilities for the advanced military subjects taught in the last half year.

ENROLLMENT AND COSTS

In 1945 the total enrollment in the Military School was 92 students, of whom 72 were cadets and 20, ex-cadets registered in the military specialization course. With a budgetary allotment in 1944 of \$31,863, U. S., the per pupil administrative cost was 5 times that of the regular secondary schools maintained by the Ministry of Public Education. A

partial cause of this high per pupil cost is said to be the nature of the school staff, which is composed as follows: A director, who must be at least a lieutenant colonel; an assistant director, at least a major; a director of studies, at least a captain; an aide, at least a first lieutenant; a physician; a chief of operations; a paymaster; military and civilian instructors; and other minor employees.

NATIONAL SCHOOL OF GRAPHIC ARTS

Founded in 1912, this institution is practically independent of external control. The director selects his own staff members and with their collaboration determines the curriculum, admission and examination requirements, and all other elements of the school's management. The Minister of Public Education appoints the school's examining boards and grants the diplomas or certificates earned by the graduates. In 1944 the school was allotted a State subvention of 13,536.91 colones (\$5,414.76, U. S.), which indicates a per pupil cost of 40 colones, or approximately one-fourth that of the State-maintained regular secondary schools.

Technical training in the graphic arts is the aim of this school. In the opinion of the director, however, it is not a vocational school. Vocational training, he declared, should be left to the apprentice system: the school would do wrong to compete with private enterprise, which in El Salvador has been supplying almost 100 percent of the country's skilled workmen. The School of Graphic Arts, therefore, merely provides the means by which workers may improve themselves in their particular fields.

Nevertheless, admission is open to elementary and secondary school children, as well as to working men, office employees, and others interested in the graphic arts. Children 8 years of age are admitted to 4 of the 9 subjects offered, and only 2 subjects are limited to students 15 years of age and older. Registration and tuition are entirely free of charge, but students are required to provide their own instruments and materials. The total enrollment in 1944 was 337.

The school occupies a large one-story building in San Salvador, with a half dozen enormous but rather scantily equipped classrooms facing on a hilly, shaded yard along one side. The printing and lithography shops are equipped with old but serviceable machines; the classrooms, with tables, a few easels, chairs, and numerous plaster casts. The school year coincides with that of the public elementary schools, day and evening classes being provided as shown in the following list of subjects taken from the 1946 prospectus:

1. Drawing (from nature, plaster casts, still life, and the nude). Daily, 7 to 9 p. m., except Saturday. Admission open to applicants over 15 years of age, but as many as 15 students between the ages of 8 and 12 years will be accepted for instruction from 7 to 8 p. m. only. Capacity, 60 students.

2. Drawing (from nature, landscape, design, illustration, and painting). Daily, 11 a. m. to 12 m. Admission open to applicants 8 years of age and older. Capacity, 60 students.

3. Modelling (ornamentation: leaves, fleurons, friezes, rosettes, and figures). Monday and Friday, 7 to 8 p. m. Admission open to applicants over 12 years of age—especially carpenters, masons, and wood carvers. Capacity, 24 students.

4. Preparatory group for architecture (elements of plane geometry; principles of architectural drawing: base, elevation, and side view of solids; projection and use of instruments) Tuesday, Wednesday, and Thursday, 7 to 8 p. m. Admission open to applicants over 12 years of age. Capacity, 60 students.

5. Architectural drawing (perspective, shadow projection, development of surfaces, blueprints, topographic elements, wash and water-color plans). Daily, 8 to 9 p. m., except Saturday. Admission open to applicants over 12 years of age who have completed the preparatory course or the equivalent.

6. Lithography or commercial drawing (commercial art, illustration, posters, lettering, ornamental borders, decorative composition, and pen and ink drawing). Daily, 11 a. m. to 12 m., except Saturday. Admission open to applicants between 8 and 20 years of age. Capacity, 30 students.

7. Painting (drawing, still life, landscape, figure, portraiture, the nude). Monday, Thursday, and Friday, 4 to 5 p. m. Admission open to students between 8 and 25 years of age.

8. Photography (operation of cameras, handling of negatives, preparations and formulas, beveling, mounting, cut finishing, photolithography) Daily, 8 a. m. to 12 m. and 2 to 5 p. m. Admission open to applicants between the ages of 15 and 20 years who have completed 5th grade of elementary school. Capacity, 8 students.

9. Lithography (operation of machines; stone, zinc, and stipple work; finishing; preparation of inks; quoining; handling of offset, budgeting). Daily, 8 a. m. to 12 m. and 2 to 5 p. m. Admission open to students between 15 and 20 years of age.

At the close of the school year, a public exposition of student work is held. The most outstanding works of the students are purchased by the school for a permanent exhibition maintained on the premises.

The day class in drawing usually starts out with about 100 students, mostly between the ages of 10 and 15 years. Two months later the attendance is generally about 50, and by the end of the year only about 30 remain. These 30, however, are very enthusiastic and talented, in the opinion of the instructor. They scatter through the school grounds with their drawing boards and other materials and busy themselves in sketching and painting scenes of their own choosing. The teacher circulates, asking questions and indicating means of achieving certain effects with the medium employed. From time to time he talks to the students as a group about perspective, shading, color-mixing, and other important fundamentals of art work. Small groups of these students spend weekends in various places of artistic interest

near the capital, and bring back what the teacher regards as "very fine pieces of work" in pencil, crayon, water color, and oils.

GIRLS' VOCATIONAL SCHOOL

To provide the daughters of poor parents an opportunity to prepare themselves either for efficient housekeeping or for employment, the State maintains a Girls' Vocational School in San Salvador. In 1915, specialized work was provided in this school, leading to diplomas in suit and dressmaking, machine and hand embroidery, and cooking and home crafts. Between 57 and 65 hours a week were required, including only 6 hours in the field of specialization. For admission, completion of the elementary school is ordinarily required but many exceptions are made. Enrollments in the 3 years of study offered in 1945 were: first year, 29; second, 25; and third, 27 students. Average daily attendance was 61, or about 75 percent. On the basis of the budgetary allotment of 17,144 colones, the per pupil cost in this school amounted to \$84.66, U. S., as compared with \$52 in the regular secondary school.

For 1946 it was planned to make the first year of the course an exploratory and preparatory period, so that only 2 years will remain for specialized work in the major field. The addition of major work in cleaning and pressing and in the minor industries is planned for the near future. Table 8 gives the plan of studies established for 1946.

Table 8.—Plan of studies, Girls' Vocational School

| Subject | Hours a week per school year | | |
|--|------------------------------|----------|----------|
| | I | II | III |
| | 2 | 3 | 4 |
| Arithmetic and elements of bookkeeping | 4 | 4 | 4 |
| Spanish | 3 | 3 | 3 |
| Chemistry applied to industry | 2 | 2 | 2 |
| Morals and civics | 2 | 2 | 2 |
| Applied drawing and painting | 2 | 2 | 2 |
| Flowermaking | 3 | 3 | 3 |
| Minor industries | 3 | 3 | 3 |
| Millinery | 3 | 3 | 3 |
| Music and singing | 4 | 4 | 4 |
| Physical education | 6 | 6 | 6 |
| Hand embroidery, sewing, etc. | 3 | 7½ | 17½ |
| Cooking and related activities | 3 | 7½ | 7½ |
| Machine embroidery | 3 | 14 | 14 |
| Men's tailoring and pressing | 3 | 14 | 14 |
| Total | 44 | 44 or 45 | 44 or 45 |

¹ In the second and third years, students engage in specialized work in one of the 3 major fields: (1) hand embroidery and cooking, combined; (2) machine embroidery; or (3) men's tailoring and dressmaking

SANTA CECILIA SCHOOL

The Government of El Salvador does not maintain a school of arts and trades for the vocational education of its youth, the nearest ap-

proach to such a school being the National School of Graphic Arts in the capital. In the city of Santa Tecla, however, a combined elementary, secondary, and trade school is conducted by the Salesian order. The offerings of this private institution, which is known as the Escuela "Santa Cecilia", include the full 6 years of elementary, the full 5 years of regular secondary, a juvenile religious seminary providing 2 years of training, and a section of arts and trades.

Admission to the elementary school is granted to boys 8 years of age or older; to the secondary and the trade school, to boys from 12 to 14 years old. Two sections each from the fourth and fifth grades of the elementary school make up the religious seminary, the 55 students of which receive free instruction. Charges for boarding students average about 35 colones, or \$14, U. S., a month. Altogether, there are 95 resident and 115 day students in the school. Enrollment in the arts and trades totals 87.

The elementary and secondary divisions of this school follow the official State programs of study and conform to all other requirements of the Ministry of Public Education for the private schools of the country. Considerable financial aid is received from outside groups called "cooperators," among which is a society of alumni. In 1945 the Minister of Public Education had under advisement the granting of a number of scholarships of 30 colones a month each, as a partial solution to the country need for a State vocational school for boys.

The school of arts and trades provides training in shoemaking, tailoring, printing, bookbinding, photography, carpentry and cabinet making, mechanics (blacksmithing, machine repair, and foundry work), tanning, and electricity. Each specialization calls for 5 years of study and practical work, the latter being provided in morning classes in the shops. Each shop is in charge of a master craftsman who is an alumnus of the school. A few of the shops have as many as 3 master craftsmen for instructional purposes. School regulations require that a Salesian priest be present in each shop during class hours. Upon completion of the course in a given trade the student is awarded a diploma of completed apprenticeship (*aprendizaje completo*).

All the work done in the shops is done by order of individuals or groups outside the school. Some of these orders come from foreign countries such as Nicaragua and Honduras; but the majority are from people in various parts of El Salvador, where the school enjoys a fine reputation. In the mechanics shop, metal lanterns, lamps, candelabra, smoking stands, and similar objects are made, and local machinery and automobiles are repaired. In the carpenter shop, chairs, tables, desks, clothes closets, lamps, picture and mirror frames, beds, bookcases, and the like are produced. In the printing shop all kinds

of printing work is done, ranging from price tags to complete books and other illustrated publications. Shoes, leather bags, suits, top-coats, sports wear, and the like are produced in the shoemaking and tailoring shops. In the tannery, a huge building apart from the rest of the school, thousands of skins—cow, snake, tiger, lizard, crocodile, pig, rabbit, panther—are in various stages of the tanning process. Instead of the well-known *quebracho*, widely used for tanning purposes in other countries, this school employs an extract from a native tree.

The Santa Cecilia School is housed in several large old buildings separated from each other by immense patios which serve as playgrounds for the students, according to size and age groupings. A new wing to the main building is planned for the near future. Each of the patios is equipped with several basketball courts, which are in continual use during the play period from lunch to 4 p. m. The size of the patios, however, permits many other games to be played at the same time. Back of the school there is also a large level field that is used for football (soccer) and baseball.

The academic classrooms are mostly on the second floor of the main building, and are small, poorly lighted and ventilated, and furnished with old and disfigured desks. Little instructional material, excepting maps, was in evidence, and the chemistry and physics laboratories consisted of meagerly stocked cabinets. In the various shops, the machinery is old-fashioned and in great need of repair or replacement. The boys work in the shops or the classrooms in the morning, play in the patios or on the football field in the afternoon, and attend classes again from 4 to 7 p. m.

On Sundays, poor children from the city of Santa Tecla are allowed to play on the school grounds. An average of 100 are said to take advantage of this privilege. The school provides a small amount of religious instruction, which is entered on individual attendance cards. A free lunch consisting of soup, hot vegetables, and bread, follows this instruction. Once a year a raffle is held and the children "purchase" articles of clothing and other small products of the shops with their attendance cards, according to the amount of instruction entered on them.

SECONDARY SCHOOL LEVEL TEACHERS

El Salvador has never had a higher normal school nor a university school in which professional preparation for secondary school teaching could be acquired. The approximately 350 teachers in the various types of schools at this level of instruction, of whom 83 percent are men, hold one or another of the following titles or degrees: University, such as lawyer, physician, pharmacist, or engineer; secondary

school, *i. e.*, bachelor of science and literature, or normal school, the title of elementary school teacher. Seven of the normal school teachers have completed advanced work in the University of Chile and hold titles conferred by that institution. Commercial subject teachers are commonly graduates of commercial schools, with titles of accountant or bookkeeper. Instructors of military subjects in the military school are officers of the National Army, and those of the vocational schools are expert craftsmen in their respective trades.

In the State schools, teachers receive 40 colones (\$16, U. S.) a month for each 6-hour a week class taught, and 20 colones for each 3-hour class. Private schools generally pay at the rate of 30 and 15 colones, but a few follow the official State schedule. In the national institutes no teacher is permitted to teach more than 3 hours a day, but many members of the staff supplement their earnings by teaching in other schools. The majority of teachers at the secondary school level are business or professional men who devote a few hours a week to teaching. It is claimed that this practice is conducive to more practical instruction than full-time teachers would be likely to give. Pupil guidance is regarded as unnecessary, first, because all courses are required and, second, because all pupils are expected to know which profession or field they are going to enter when they leave the school.

CHAPTER IV

Other State Activities in Education

NATIONAL SCHOOL OF MUSIC AND PUBLIC SPEAKING

The Government of El Salvador maintains the National School of Music and Public Speaking in the capital. Founded in 1929, this school operates under the Ministry of Public Education, but it is administered independently by the director, assisted by the secretary. It occupies a small colonial building with an interior patio, upon which all class and practice rooms face and in which the sounds of many different instruments and voices intermingle discordantly throughout the day and evening. Classes for adults are held during the day, and special classes for students of the public and private schools of the city are scheduled from 5 to 7 p. m. Tuition is free and registration amounts to only a few cents. In 1945 the school had an enrollment of 103 regular students.

According to the regulations,¹ admission is granted to boys and girls between 8 and 20 years of age who have completed at least the second grade of elementary school and whose parents are unable to pay for private instruction in this field. An aptitude test is administered to check vision, hearing, and rhythmic sense, and care is taken to exclude applicants who have physical defects which might prove a handicap in music. In some cases, exceptions are made in regard to age, when previous training warrants it.

Music instruction covers 3 years of work in harmony, instrumentation, voice, piano, music theory, dictation, and the various string, brass, and reed instruments. For 1946 it was planned to add courses in music composition and the history of music. Grammar, interpretive reading, and public speaking constitute the offering in declamation. The school is supplied with many instruments which it lends to students who are unable to provide their own. Classes are held from the first of February to the middle of November, when semi-public concerts and recitals are given.

The teaching staff of 20 members includes some of the country's most talented musicians, many of whom have received training abroad. The director and professor of violin studied for 10 years with Alfred Brun in France. Others studied in Italy, Mexico, and England. The secretary is a prominent physician, keenly interested in music, who lends his services free of charge to the school. Public-

¹ Reglamento de la Escuela Nacional de Música y Declamación "Rafael Olmedo". Art. 22. San Salvador, Imprenta Nacional, 1944.

speaking teachers receive 40 colones a month for 6 hours a week of teaching. Others receive from 50 to 200 colones, according to hours a week taught, training, and other considerations. The professor of first violin and viola works gratis. Both teachers and students are highly enthusiastic and, to judge by concert performance, excellent results are obtained.

Daily, monthly, and final grades are assigned on the official scale of 1 to 10. Results of the final examinations are entered on certificates which are signed by the director, the secretary, and the examining board. The examining board is composed of the professor of the subject, two other professors, and two alternates, all of whom must be approved by the Minister of Public Education.

Upon completion of all requirements in theory, solfeggio, dictation, harmony, instrumentation, and the complete technique for a given instrument, a diploma is granted. The student who has completed at least elementary schooling, passes a general examination covering all the work taken in the school, and pays an examination fee of 9 colones (3 for each member of the board), is granted the title of violinist, pianist, or other, according to the instrument mastered.

In the national budget for 1945, the sum of 21,442 colones (\$8,577, U. S.) was allotted to the National School of Music and Public Speaking. Thus the per pupil cost to the State amounted in that year to 208 colones, or slightly more than \$83, U. S.—approximately 33 percent more than in the regular secondary schools of the Republic.

RADIO ACTIVITIES

Two broadcasting stations operate cooperatively under the control of the Ministry of Public Education in El Salvador. Regularly scheduled programs treat such topics as sanitation, prevention of social diseases, vaccination, and the proper care of pets and animals. Music, singing, and educational addresses are also frequently broadcast, and Independence Day of each American nation is appropriately celebrated. Once a week the National Symphonic Orchestra, composed of about 40 musicians from the Government Band (Banda de los Supremos Poderes) and controlled by the Ministry of National Defense, renders a 1-hour concert to an appreciative radio audience.

ENGLISH SCHOOL OF THE AIR

Another of the Ministry's radio activities is the English School of the Air. Five days a week, from 6:30 to 7 p. m., regular classes are broadcast by the director and sole teacher who, having lived in the United States during his high-school, college, and university studies, enjoys exceptional mastery of the English language. Approximately 8,700 students, including teachers and other individuals in all the Central American Republics and Mexico, were on the books in late

1945. About 1,300 had purchased the two textbooks used and were submitting exercises for correction and suggestions. The textbooks are the same as those used in the Girls' Normal School in San Salvador: *Escuela del Aire—Lecciones de Inglés, Curso avanzado, del 1 al 20 y del 20 al 35*, prepared under the auspices of the Office of the Coordinator of Inter-American Affairs, Washington, D. C.

EXPERIMENTAL AGRICULTURE STATION

Located in the San Andrés Valley near Santa Tecla, and occupying a tract of about 75 acres, is the experimental agriculture station established by a 10-year cooperative agreement between the U. S. Department of Agriculture and the Government of El Salvador. Important experiments are being conducted for the improvement of the country's agriculture and livestock in general. Different types and varieties of subsistence crops have already been successfully produced, as well as a more rapidly leafing shade tree for coffee plants and a tender, dry-weather grass which flourishes during the long dry season when horses and cattle in El Salvador commonly lose much weight. Vegetables, cereals, rubber, derris root, and other products are receiving careful study. The findings of the Station are to be widely publicized among the farmers and cattlemen of the Republic. A small group of young Salvadorians study and work under the supervision of the specialists who have charge of the enterprise, and selection of the best for subsequent study in North American institutions is planned.

COOPERATIVE EDUCATIONAL PROGRAM

In 1945 the Republic of El Salvador and the Inter-American Educational Foundation, Inc., signed an agreement calling for joint participation in a cooperative educational program to promote inter-American understanding through the exchange of educators, ideas, and methods. This arrangement is an outgrowth of Resolution 28 of the First Conference of Ministers and Directors of Education in the American Republics, held in Panama in 1943, and Resolution 58 of the Inter-American Conference on Problems of War and Peace, held in Mexico City in 1945. The two signatory parties share equally in the costs of the program—not to exceed \$80,000 for the Foundation and a minimum of 200,000 colones (\$80,000, U. S.) for El Salvador. It was specifically stipulated in the agreement that El Salvador's share must be over and above the amount annually provided in the national budget for education. The Republic of El Salvador further provides office space and equipment for the personnel of the Foundation and exempts them from all taxes, contributions, and other national and local assessments.

The program of educational cooperation involves the interchange of North American specialists who will collaborate in the development and improvement of the Salvadorian school system, and of Salvadorian educators who will engage in advanced study in the United States and further contribute to the exchange of ideas and experiences with American educators through lectures and other cultural activities. With the exception of higher or university education, all areas and levels of instruction—kindergarten, elementary (including rural), secondary, normal, and vocational—are to be included in the program.

VACATION INSTITUTES

A fundamental project in this program of educational cooperation is a series of vacation institutes for the in-service training of rural elementary school teachers. One of these institutes was held in January and February 1946, and similar ones are planned for 1947 and 1948.

The 1946 vacation institute was attended by 60 teachers and supervisors selected by the Ministry of Public Education from the 14 Departments of the Republic. Expenses of transportation, lodging, and meals for the enrollees were paid by the Ministry and there was no tuition charge. The staff was made up of a director and a specialist in reading techniques and demonstration from the Regional Service Bureau established in Guatemala by the Inter-American Educational Foundation for the purpose of rendering special assistance to similar programs in various Central American countries; a specialist each in pre-primary reading and elementary agriculture (including school gardens), both employed locally; and a health education specialist made available through the cooperation of the Salvadorian Ministry of Public Health and the Health and Sanitation Cooperative Program.

Classes were held from 8 a. m. to 12 m. and from 3 to 6 p. m. daily, except Saturday afternoon. Lectures and moving pictures bearing on the educational theme of the institute, and other forms of entertainment and recreation were provided during the 7-week course. Regular classwork dealt with: (1) Health and hygiene, with workshop for the preparation of teaching materials; (2) theory and techniques of pre-primary reading; (3) preparation of reading materials for pre-primary reading, with demonstrations of such reading; (4) demonstration classes in the teaching of reading, arithmetic, and natural and social sciences; (5) workshop for the preparation of teaching materials in these fields; and (6) curriculum revision.

At the close of the institute final examinations were administered in all subjects and the average grades were used by the Minister of Public Education as a basis for selecting supervisors and assistant supervisors for the Departments. The 15 highest were made super-

visors and the 28 next highest, assistants. Plans are under way to promote the adoption throughout the Republic of the techniques acquired in the institute, and the organization of a health and hygiene program involving school visitation and supervisory service has already begun.

ENGLISH INSTITUTE

Concurrently with the institute for rural elementary school teachers, a similar institute was held for public and private English teachers. On the basis of a classification examination, the teachers were divided into 2 groups according to knowledge of English. Thirty-three took the examination; 3 were rejected; and 4 withdrew later on. Classes were provided in (1) methods of teaching modern languages, with emphasis on teaching English as a foreign language; pronunciation; (2) composition; (3) conversation; and (4) literature. Workshop activities included preparation of instructional materials for English teaching in the secondary school and in the fifth and sixth grades of elementary school and, at the request of the Ministry of Public Education, an English curriculum was prepared for those levels of instruction in El Salvador. The Ministry has adopted this English curriculum and a national supervisor of English has been appointed.

Among the extraclass activities of this English Language Institute were Wednesday evening social hours, when students of both institutes and members of the Ministry of Public Education participated in the learning of United States folk songs and dances.

All examinations were of the new or objective type, considerable enthusiasm being aroused in the construction, grading, and interpretation of such tests.

CHAPTER V

Autonomous University of El Salvador

HIGHER EDUCATION in El Salvador is provided in the Autonomous University of El Salvador, founded in San Salvador in 1841. Like all universities in Latin American countries, the Autonomous University of El Salvador is made up of a number of individual faculties which are only loosely related to each other through representation on general university governing boards. In the case of El Salvador there are six of these faculties—each of which operates law, engineering, pharmacy, and economics—each of which operates a separate university school in its respective professional field.

ADMINISTRATION

The University of El Salvador was administered originally under the direction and control of the national Ministry of Foreign Affairs, Public Instruction and Justice. In 1930 a presidential decree granted it almost complete autonomy, but another decree in 1939 divested the institution of this independence and subjected it to the control of the Ministry of Public Education. A change in the National Government in 1944, however, restored the university to its present autonomous state.

The statutes by which the University was governed in 1945 were those of 1933, amended in 1944 and 1945. Further modifications are being studied. Three central bodies provide the broad general policies of the institution and, to a considerable extent, of the individual faculties and Schools: The General University Assembly, the Superior Directive Council, and the Executive Council. The General Assembly is composed of the rector, the university secretary, the legal adviser, and the members of the Directive Councils of the several faculties. It deals with general matters of university interest in sessions called by the Superior Directive Council.

SUPERIOR DIRECTIVE COUNCIL

The Superior Directive Council is composed of the president, general secretary, treasurer, and attorney or legal adviser of the university, and the deans, secretaries, counselors, and student representatives of the several faculties. Two counselors and one student representative are annually elected to this body by each faculty, and enjoy the same right to speak and vote as the permanent members. Regular monthly meetings are the rule, but the president of the University may

call extra sessions at any time. Among the duties and activities of the Superior Directive Council are: (1) Formulation and modification of the University statutes; (2) approval of the regulations, study plans, and course offerings of the individual professional schools; (3) election of the president and his alternate and the acceptance or rejection of their resignation; (4) conferral of honorary awards; (5) preparation of the university budget; (6) authorization of the acceptance of donations and legacies and of the sale of university properties; and (7) the allocation of funds for scientific investigation and research.

EXECUTIVE COUNCIL

The Executive Council, composed of the president, faculty deans, general secretary, legal adviser, and a student representative elected annually by the General Association of Salvadorian University Students, is charged with the dictation and execution of all measures necessary for the smooth running of the university between meetings of the Superior Directive Council. It also interprets and carries out the mandates of the Superior Council. It passes on applications for leave of absence by the president and the faculty deans, and appoints substitutes for them. It keeps the State authorities informed in regard to mal- or illegal practice in any of the university professions. It directs the introduction of complementary courses and the distribution of scientific information for professional students and the general public. It imposes penalties on students when necessary, and handles all other matters not directly under the jurisdiction of another board or functionary of the University. The Executive Council meets weekly, and may be convened more frequently in cases of emergency.

PRESIDENT OF THE UNIVERSITY

The president (rector) is the administrative head of the University, responsible for the supervision of all the faculties, institutes, and other dependencies. He must be a Salvadorian, over 30 years of age, whose academic title was conferred or officially validated by the University of El Salvador at least 10 years prior to his appointment. Among other duties, he calls and presides over the meetings of the university councils and sees that their decisions are carried out: he represents the university before State authorities, foreign institutions, and scientific and literary organizations; he appoints committees, confers degrees, signs diplomas and other important documents, inspects the libraries and laboratories of the various faculties, and is responsible for the general good order and efficient functioning of the university as a whole.

THE LEGAL ADVISER

The University legal adviser must be a Salvadorian, over 30 years of age, with the degree of doctor of law and at least 5 years of practical

experience. His duties have to do with all matters of a legal nature in which the University is concerned. He is responsible for the proper interpretation and the strict observance of laws and regulations, and consequently is required to attend all meetings held by the University councils.

GENERAL SECRETARY

The general secretary of the University must be a Salvadorian and hold a university degree obtained at least 5 years before appointment. He prepares the agenda for the meetings of the various university councils; attends all meetings in the capacity of secretary; signs all decisions and resolutions and all degrees, certificates, and other documents issued by the University; has charge of all university records, seals, and papers, and prepares the annual report; carries on correspondence with the secretaries of the faculties, private individuals, and national authorities; and sees that the treasurer maintains an up-to-date inventory of all records and property of the University.

FACULTY ADMINISTRATION

Each university faculty is governed by a directive board composed of the dean, the principal professors or their substitutes, the secretary, and two student representatives who are elected annually by the General Association of Salvadorian University Students. This directive board meets once a month, with the dean as chairman. Its functions in the government of the faculty correspond somewhat to those of the Executive Council of the University. They are much the same as those of the faculty assembly of the small United States college.

The dean is the immediate head of the respective faculty or school and is responsible for effective administration. His duties correspond fairly closely with those of the president of a small United States college or the dean of one of our university schools. He is required by law to be a Salvadorian, over 30 years of age, with the doctorate earned in the respective faculty, and must have had a minimum of 5 years of teaching experience in the faculty school.

PROFESSORS

University professors in El Salvador are classified as proprietary and substitute. Both must hold the doctorate in the faculty field, although exceptions are allowed in the case of substitutes. Proprietary professors are the legitimately appointed professors of a given subject and correspond to our United States full professors. The substitute professor assumes the functions of the proprietary when called upon by the dean. During his periods of service in the absence of the proprietary professor, or when in charge of an extra section of students, he performs all the duties related to the chair he occupies.

Even when not in actual instructional service, he is required to serve on examination boards and perform other duties necessary for the effective functioning of the school.

SALARIES

Formerly, the university professor received 50 colones (\$20, U. S.) a month for each 6-hour-a-week class scheduled in his name—whether he actually taught them or not. For alternate day classes, this figure was halved. Salaries were paid 12 months in the year.

Starting in 1946, salaries are to be paid on the basis of 10 colones for each class period actually taught. Thus a professor who teaches two 6-hour classes a week without being absent, will average 120 colones (\$48, U. S.) a week, which amounts to \$2,496 for the year. Few professors, however, teach more than one or two 6-hour classes a week: the average is said to total about 9 hours. The new system nevertheless represents a substantial increase and is expected to result in more regular attendance on the part of the instructional staff.

UNIVERSITY SCHOOLS

Each of the faculties of the University of El Salvador comprises the administrative and instructional personnel, the students, property possessions, equipment, and all graduates and other individuals who hold degrees or titles officially recognized by the faculty. Each faculty maintains a professional school for the training of students in its particular field. Following is a list of the schools, with the length of the course provided, the 1945 enrollment in each case, and the degree conferred.

| School | Number of years | 1945 en- rollment | Degree granted |
|-------------------------------|--------------------|----------------------|-------------------------------------|
| 1 | 2 | 3 | 4 |
| Law and social sciences | 7 | 366 | Doctor of law and social sciences. |
| Medicine | 6 | 296 | Doctor of medicine. |
| Chemistry and pharmacy | 5 | 87 | Doctor of chemistry and pharmacy |
| Dentistry..... | 5 | 31 | Doctor of dental surgery. |
| Engineering..... | 5 | 155 | Civil engineer. |
| Economics..... | 5 | 175 | Doctor of economic sciences (1946). |

Although total enrollments in the University have increased from 501 in 1942 to 935 in 1945, or more than 86 percent over the 4-year period, the percentages registered in the respective faculties or schools have undergone comparatively little change. The new faculty of economics was inaugurated at the opening of the 1946-47 university year, so that nothing can be said in regard to its drawing power. The relative popularity of the old faculties is shown in table 9.

Table 9.—Number of professional practitioners in El Salvador in 1941 compared with university enrollments, by faculty, in 1942 and 1945

| Faculty | Persons engaged in professional practice, 1941 | | Students enrolled in University of El Salvador | | | |
|------------------------------|--|---------|--|---------|--------|---------|
| | | | 1942 | | 1945 | |
| | Number | Percent | Number | Percent | Number | Percent |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Law | 374 | 38 | 199 | 40 | 365 | 39 |
| Medicine | 245 | 25 | 118 | 24 | 206 | 32 |
| Chemistry and pharmacy | 208 | 21 | 68 | 13 | 87 | 9 |
| Dentistry | 96 | 10 | 27 | 5 | 31 | 3 |
| Engineering | 66 | 6 | 89 | 18 | 155 | 17 |
| Total | 989 | 100 | 501 | 100 | 935 | 100 |

Because of the numerous openings in Government service, the financial possibilities, and because of the prestige which tradition has built up around the legal profession, the school of law has always attracted the greatest number of students. The medical school ranks second, due in part to tradition and in part to the Government's activities in public health and sanitation. Engineering, pharmacy, and dentistry follow in the order given. Although El Salvador is fundamentally an agricultural country, no provision has been made for training in that field.

ACADEMIC YEAR

The university year is from January 15 to November 30, with regular examination periods scheduled from January 21 to February 14 and from October 11 to November 30. Reexaminations are held June 15-30. Ordinarily, classes are not scheduled during examination periods and are prohibited during vacation periods. The actual university year, therefore, is approximately from February 15 to June 15, and from July 1 to October 15.

ADMISSION AND ATTENDANCE

For admission to any faculty the applicant must be at least 16 years of age and hold the secondary school baccalaureate (ciencias y letras) or the diploma of elementary school teacher from a Salvadorian school or the equivalent in a foreign country. The Faculty of Economics, created at the opening of the 1946 university year, accepts holders of the bookkeeper's and of the accountant's titles conferred by accredited commercial schools. Good health and upright character are further requirements. From time to time special courses are offered, admission being granted according to specific requirements based on the nature of the subject. To register in an upper year, the student

is required to have passed all subjects of the preceding year. Students who fail to take, or who do not receive passing grades, in as many as two examinations, may attend classes corresponding to the next higher year, but are not regarded as officially registered until they have passed those examinations. By special permission of the dean, auditors are allowed, but sections are generally limited to 30 students.

Students with more than 30 unexcused absences from classes held daily, or with 20 from classes held on alternate days, forfeit the right to receive the certificate for the year's work. Excused absences may total one-half minus one of the daily classes, and one-third of the alternate day classes. A faculty inspector hands the professor the class roll when he arrives in the lecture hall, and retrieves it immediately after the lecture. In this way, student and professor attendance are both checked.

FEES

Following is a list of University fees in force in 1945,¹ expressed in terms of U. S. currency: Annual registration, \$18; laboratory, \$2 per subject; written examinations and practical examinations in engineering, \$2 each; theory-practice examinations, \$4 each; private doctoral examinations, \$8; public doctoral examinations, \$10; for the diploma, recognition of a foreign degree, or the replacement of a lost diploma, \$20; for the rights of incorporation (official validation of a foreign degree) or the license to practice a profession in El Salvador, \$200; for minor certificates, 80 cents each. In addition, each member of the various examining boards must be paid from \$1 to \$2 for each examination.

PLANS OF STUDY

In all faculties or schools of the Autonomous University of El Salvador, all subjects in the various years comprising the training for the degree are required. No general culture subjects are provided in any of the faculties, nor are any regular electives offered. Only one faculty, that of engineering, provides a course in foreign language—English—daily, during the first year. The background of general education is assumed to be acquired in the secondary school, so that there is no provision of a liberal arts program in the university. Tables 10, 11, 12, 13, and 14 present the programs of study in force in the different schools in 1945, although slight modifications were contemplated. The course of studies provided in the new school of economics is in process of development and, consequently, was not available for this report.

¹ Estatutos de la Universidad Autónoma de El Salvador. San Salvador, Talleres Gráficos Cisneros, 1945. Ch. XVIII, Art. 114.

Table 10.—Plan of studies, School of Jurisprudence and Social Sciences, 1945

| Subject | Hours of classes a year | | | | | | | Total |
|---|-------------------------|-----|-----|-----|-----|-----|-----|-------|
| | I | II | III | IV | V | VI | VII | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Statistics | 60 | — | — | — | — | — | — | 60 |
| Roman law I | 75 | — | — | — | — | — | — | 75 |
| Roman law II | — | 75 | — | — | — | — | — | 75 |
| Sociology | 75 | — | — | — | — | — | — | 75 |
| Introduction to law | 75 | — | — | — | — | — | — | 75 |
| Judicial logic | 40 | — | — | — | — | — | — | 40 |
| Civil code I | — | 90 | — | — | — | — | — | 90 |
| Civil code II | — | — | 90 | — | — | — | — | 90 |
| Civil code III | — | — | — | 90 | — | — | — | 90 |
| Civil code IV | — | — | — | — | 90 | — | — | 90 |
| Political law, constitution | — | 75 | — | — | — | — | — | 75 |
| Public international law I | — | 50 | — | — | — | — | — | 50 |
| Public international law II | — | — | 50 | — | — | — | — | 50 |
| Penal code | — | — | 90 | — | — | — | — | 90 |
| Criminal code | — | — | 90 | — | — | — | — | 90 |
| Civil procedures code I | — | — | — | 90 | — | — | — | 90 |
| Civil procedures code II | — | — | — | — | 90 | — | — | 90 |
| Civil procedures code III | — | — | — | — | — | 75 | — | 75 |
| Legal medicine, anthropology, etc | — | — | — | 50 | — | — | — | 50 |
| Administrative law I | — | — | — | 75 | — | — | — | 75 |
| Administrative law II | — | — | — | — | 75 | — | — | 75 |
| Penal law | — | — | — | — | 75 | — | — | 75 |
| Military legislation | — | — | — | — | 40 | — | — | 40 |
| Commercial code I | — | — | — | — | — | 75 | — | 75 |
| Commercial code II | — | — | — | — | — | 75 | 75 | 75 |
| Political economy | — | — | — | — | — | 75 | — | 75 |
| Private international law I | — | — | — | — | — | 75 | — | 75 |
| Private international law II | — | — | — | — | — | — | 75 | 75 |
| Philosophy of law | — | — | — | — | — | 75 | — | 75 |
| Administrative law | — | — | — | — | — | — | 75 | 75 |
| Diplomatic law | — | — | — | — | — | — | 40 | 40 |
| Science of public finance | — | — | — | — | — | — | 75 | 75 |
| Total | 325 | 290 | 320 | 305 | 370 | 375 | 340 | 2,325 |

Table 11.—Plan of studies, School of Medicine, 1945¹

| Subject | Hours a week per year | | | | | | Total |
|--|-----------------------|----|-----|----|----|----|-------|
| | I | II | III | IV | V | VI | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Descriptive anatomy and dissection | 12 | 12 | — | — | — | — | 24 |
| Bacteriology and laboratory | 12 | — | — | — | — | — | 12 |
| Medical physics | 6 | — | — | — | — | — | 6 |
| Parasitology and laboratory | 12 | — | — | — | — | — | 12 |
| Biological chemistry and laboratory | 12 | — | — | — | — | — | 12 |
| Physiology | — | 6 | — | — | — | — | 6 |
| Normal histology and laboratory | — | 12 | — | — | — | — | 12 |
| General pathology | — | 6 | — | — | — | — | 6 |
| Topographic anatomy and practice on cadavers | — | — | 12 | — | — | — | 12 |
| Internal pathology | — | — | 6 | 6 | — | — | 12 |
| External pathology | — | — | 6 | 6 | — | — | 12 |
| Operatory medicine and practice on cadavers | — | — | 12 | — | — | — | 12 |
| Surgical clinic | — | — | 12 | 12 | — | — | 24 |
| Pathological anatomy and laboratory | — | — | — | 12 | — | — | 12 |
| Obstetrics | — | — | — | 6 | — | — | 6 |
| Therapeutics and materia medica | — | — | — | — | 6 | — | 6 |
| Gynecology | — | — | — | — | 6 | — | 6 |
| Hygiene | — | — | — | — | 12 | 12 | 24 |
| Medical clinic | — | — | — | — | 12 | — | 12 |
| Obstetrical clinic | — | — | — | — | — | 6 | 6 |
| Legal medicine and toxicology | — | — | — | — | — | 6 | 6 |
| Pediatrics | — | — | — | — | — | — | — |
| Total | 54 | 36 | 48 | 42 | 42 | 30 | 252 |

¹ During the last 4 years, students engage in practical work in one or more of several hospitals in the 3d and 4th years, 3 hours daily; in the 5th and 6th years, 4 hours daily, plus several week-long periods as internes in groups designated by the dean of the Faculty with approval of the hospital authorities.

Table 12.—Plan of studies, School of Chemistry and Pharmacy, 1945¹

| Subject | Hours a week per year | | | | |
|-----------------------------------|-----------------------|----|-----|----|-------|
| | I | II | III | IV | Total |
| 1 | 2 | 3 | 4 | 5 | 6 |
| Mineral chemistry | 6 | — | — | — | 6 |
| Geology and mineralogy | 6 | — | — | — | 6 |
| Pharmaceutical chemistry | 6 | — | — | — | 6 |
| Chemical mathematics | 3 | — | — | — | 3 |
| Pharmaceutical microscopy | 3 | — | — | — | 3 |
| Galenic pharmacy | — | 6 | — | — | 6 |
| Qualitative mineral analysis | — | 3 | — | — | 3 |
| Pharmaceutical botany | — | 6 | — | — | 6 |
| Organic chemistry | — | 6 | — | — | 6 |
| Mineral chemical pharmacy | — | 5 | — | — | 5 |
| Pharmaceutical zoology | — | — | 6 | — | 6 |
| Organic chemical pharmacy | — | — | 6 | — | 6 |
| Deontology and pharmaceutical law | — | — | 10 | — | 10 |
| Organic analysis | — | — | 6 | — | 6 |
| Quantitative mineral analysis | — | — | 4 | — | 4 |
| Toxicological analysis | — | — | — | 6 | 6 |
| Therapeutics | — | — | — | 6 | 6 |
| Parasitology and bacteriology | — | — | — | 6 | 6 |
| Analysis of foods and medicines | — | — | — | 6 | 6 |
| Biological chemistry analysis | — | — | — | 3 | 3 |
| Total | 24 | 26 | 32 | 27 | 109 |

¹ Beginning in 1946, a fifth year will be added, producing a slight rearrangement of subjects already offered and introducing applied accountancy, first aid, and pharmaceutical technology.

Table 13.—Plan of studies, School of Dentistry, 1945

| Subject | Hours a week per year | | | | | | |
|--|-----------------------|----|-----|----|----|-------|-----|
| | I | II | III | IV | V | Total | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Dissection (I and II)..... | 3 | | | | | | 3 |
| Descriptive anatomy I..... | 6 | 6 | | | | | 12 |
| Anatomy, dental drawing, and modeling..... | 6 | | | | | | 6 |
| Dental histology and embryology..... | 3 | | | | | | 3 |
| Operative dentistry..... | 6 | 6 | | | | | 12 |
| Dental prosthetics and metallurgy..... | 6 | 6 | | | | | 12 |
| Physiology, oral hygiene, and dietetics..... | | 3 | | | | | 3 |
| Special dental physics and chemistry..... | | 3 | | | | | 3 |
| Histopathology of the mouth and general pathology..... | | | 3 | | | | 3 |
| Operative medicine..... | | | 3 | | | | 3 |
| Special bacteriology and parasitology..... | | | 3 | | | | 3 |
| Operative clinic and dental surgery..... | | | 6 | 6 | | | 12 |
| Special radiology and physiotherapy..... | | | 3 | 3 | | | 6 |
| Clinical prosthesis..... | | | 6 | 6 | | | 12 |
| Oro-facial pathology (and prosthesis)..... | | | | 3 | | | 3 |
| Exodontia and anesthesia..... | | | | 6 | | | 6 |
| Materia medica and dental therapy..... | | | | 3 | | | 3 |
| Oral surgery..... | | | | | 6 | | 6 |
| Orthodontics..... | | | | | 3 | | 3 |
| Dental ethics and economy (illustrative lecture series)..... | | | | | 6 | | 6 |
| Advanced crown and bridge theory..... | | | | | 6 | | 6 |
| Dentistry for children..... | | | | | | | |
| Total..... | 30 | 24 | 24 | 27 | 21 | | 126 |

Table 14.—Plan of studies, School of Engineering, 1915

| Subject | Hours a week per year | | | | | |
|---|-----------------------|----|-----|----|----|-------|
| | I | II | III | IV | V | Total |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Analytic geometry..... | 6 | | | | | 6 |
| Higher algebra..... | 6 | | | | | 6 |
| Geometrical drawing..... | 6 | | | | | 6 |
| English..... | 6 | | | | | 6 |
| General physics..... | 6 | | | | | 6 |
| Chemistry, mineralogy, and geology..... | 6 | | | | | 6 |
| Spherical geometry and trigonometry..... | 6 | | | | | 6 |
| Materials of construction..... | | | | | | 6 |
| Industrial drawing, perspective, and shading..... | | | | | | 3 |
| Mechanics, statics, and graphic statics..... | | 6 | | | | 6 |
| Differential and integral calculus..... | | 6 | | | | 6 |
| Descriptive geometry..... | | 6 | | | | 6 |
| Typography..... | | 6 | 6 | | | 12 |
| General hydraulics..... | | | 3 | | | 3 |
| Dynamics..... | | | 3 | | | 3 |
| Architectural drawing..... | | | 6 | | | 6 |
| Strength of materials..... | | | 6 | 6 | | 12 |
| Spherical astronomy and geodesy..... | | | 3 | | | 3 |
| Electricity and thermal engines..... | | | 3 | | | 3 |
| Applied hydraulics..... | | | | 3 | | 3 |
| Architecture..... | | | | 3 | | 3 |
| Highways and railroads..... | | | | 6 | | 6 |
| Reinforced concrete..... | | | | 6 | | 6 |
| Statistics..... | | | | | 3 | 3 |
| Economics and finance..... | | | | | 3 | 3 |
| Civil constructions..... | | | | | 3 | 3 |
| Bridges..... | | | | | 3 | 3 |
| Sanitary engineering..... | | | | | 3 | 3 |
| Applied legislation..... | | | | | 3 | 3 |
| Total..... | 42 | 33 | 30 | 24 | 18 | 147 |

METHODS

Teaching in the university is verbal and practical, according to the nature of the material. As an outline with indicated content must be submitted to the Directive Board of the Faculty by each instructor at the beginning of the year and, upon approval, be followed without change, the lecture method is dominant. Students take notes, perform a prescribed number of practical exercises, and prepare written reports as directed. Textbooks are used in many of the classes, but most of them are little more than mimeographed revisions of the lectures and notes of the professor. In medicine and pharmacy the majority of the texts are French, but English books are gaining in use.

LABORATORIES AND LIBRARIES

The schools of dentistry, law, and pharmacy are housed in a very old and much worn 2-story building in the center of San Salvador. The schools of engineering and medicine occupy buildings in other parts of the city. A cluster of buildings is under construction on a campus in one of the suburbs to bring together all the schools except that of medicine, which is conveniently located between two of the country's leading hospitals.

In general, the laboratories are small, poorly lighted, and, due partly to the recent unavailability of apparatus and materials, rather inadequately equipped. The medical school, for example, has 9 microscopes for classes of as many as 60 students. However, this school has the use of the laboratories and clinics in the Rosales and the Benjamin Bloom hospitals, both within a distance of 300 yards, and state funds have been provided for the construction of a maternity hospital near by, where the students will be permitted to engage in practical activities. The school of pharmacy has a small chemistry and pharmacy laboratory and the school of dentistry has a small laboratory and clinic. Both are scantily equipped, but existing apparatus and materials are used to the utmost. Students of the law school receive practical experience in the courts of the capital, and engineering students take field trips and other excursions into the country.

Libraries play an unimportant role in university education in El Salvador. As a general rule, students may not take books out, and the professors do so much less regularly than effective usage would seem to call for. As in the case of the secondary schools, the vast majority of volumes are in French, Spanish, and German, although in recent years British and North American accessions have increased. Ordinarily library hours are from 8 a. m. to 12 m. and from 2 to 5 p. m.—while classes are in session. The medical and law schools have close to 20,000 volumes each; the school of chemistry and pharmacy, about 2,300; and the dental and engineering schools have small special collections of less than 1,000 each.

The organization of the University into independent faculties and the consequent lack of common library, laboratory, and instructional facilities, presents a serious problem, inasmuch as available funds are not sufficient to provide complete separate services in these respects.

EXAMINATIONS AND GRADING

Examinations are administered in all courses in accordance with regulations established by the directive boards of the respective faculties. Forty-five minutes is the minimum time allowance for oral examinations, and 1 hour for written and practical ones. Examining boards of 3 members each have charge and assign grades by individual vote. Grading is effected on a zero to 10-point scale in which 5 is the minimum for passing. Students attaining a grade of 4 or less are regarded as failing, but may take a re-examination in the subject as follows: 3 months later, for those receiving a 4 on the first examination; 6 months later, for a grade of 3; and 1 year later for a lower grade. Students who fail to pass in 3 trials are required to repeat the course as auditors.

DOCTORAL EXAMINATIONS

Successful completion of all courses renders the student eligible for the examinations required for the title or degree conferred by the respective faculty. The student's moral conduct during the last 2 years of the course is also taken into consideration. Two private examinations are administered by the examining board on different days, the first dealing with certain selected theory subjects in the program of studies; the second, with the purely professional materials. On these private examinations the candidate for the degree is approved or failed either unanimously or by a majority vote. If failed unanimously, he must wait 1 year for a re-examination; if by a majority vote, he must wait only 6 months.

Upon being judged approved in the two private examinations, the candidate is required to write a thesis and to submit 8 copies to the faculty secretary. The thesis is judged in the light of scientific importance, usefulness, originality, length, logical organization, and literary form. If the thesis is accepted, the candidate defends it in a public examination. The degree and title are conferred at the termination of this public examination. Publication of the thesis is recommended, 25 copies to be filed with the University. In the event of outstanding theses, the University assumes the expense of publication.

VALIDATION OF FOREIGN STUDY

The Superior Directive Council of the Autonomous University of El Salvador enjoys full and exclusive powers in the evaluation of studies pursued in foreign institutions, in the granting of incorporation into a University Faculty, and in the extension of the license to practice a profession in the Republic. The Council recognizes studies taken in accredited foreign universities and secondary schools which, in the opinion of the respective Faculty of the University, provide courses that are equivalent in duration and content to those offered in El Salvador, and which grant equivalence for studies pursued in Salvadorian schools. Otherwise, applicants are required to take the unaccepted courses or stand special examinations.

The holder of a foreign degree who desires incorporation into the University of El Salvador (i. e., full recognition of the degree) must make a personal application to the president and submit the following documents: (1) The official diploma, duly notarized; (2) proof of nationality; (3) an official certificate from the department of public education of the country in which the degree was earned, indicating the legal right of the degree-granting institution to confer the degree, and whether the degree permits the holder to exercise the profession in the foreign country without further legal requirements; and (4) the plan of studies required for the degree.

The university legal adviser renders judgment in each case before it is brought before the Council, which may require that the applicant be subjected to examinations. Examinations are administered in Spanish and, in case of failure, one re-examination is permitted—after a lapse of 6 months. Requirements for the practice of a profession corresponding to a foreign degree are essentially the same as those for incorporation. Both university incorporation and professional practice are denied to citizens of countries in which Salvadorians are not granted reciprocal rights. Upon favorable consideration, both types of applicants are awarded the corresponding diploma as proof of their professional status in El Salvador.

STUDENT ACTIVITIES

Students of the various Faculties of the University of El Salvador do not have the opportunities for participation in campus life that our United States college men and women so much enjoy. There are no university dormitories, no school cafeteria, no common campus, no comfortable gathering place where the students of all faculty professional schools may come together for social or other activities. Being quartered in the same building, the students of the law, pharmacy, and dental schools develop a certain degree of contact and congeniality. The schools of medicine and engineering, however, are situated apart from each other and from the other schools; so that their students have been obliged to content themselves largely with their own company.

A General Association of Salvadorian University Students (*Asociación General de Estudiantes Universitarios de El Salvador*) has recently been organized to promote student activity and interest in various aspects of university life. In 1945, a student social club was being formed for the benefit of all university students. The medical school has an association of medical students which is active in matters pertaining to the field of medicine and surgery, and the school of pharmacy has a society for the development of interest and study in that field. All these organizations, particularly the General Association of Salvadorian University Students, devote much of their time and energies to political problems and events; but interest and participation in the expanding national sports program is increasing steadily and interschool basketball, soccer, wrestling, and boxing matches are excitedly attended.

PUBLICATIONS

The Autonomous University of El Salvador publishes annually a review called *La Universidad*, which is the official organ of all the faculties of the University. *El Salvador Médico* is published monthly

by the students of the Medical School in collaboration with the instructional staff. From time to time the University also publishes special works of scientific, literary, or social significance, written by its professors and graduates. In 1938, for example, it published *Ensayo de Investigación de la Mortalidad Infantil en El Salvador y Algunas Sugerencias para Combatirla*, by Drs. Andrés G. Funes and Ranulfo Castro; in 1944, *Constitución de 1886 y su Proceso Histórico*, by Dr. Romeo Fortín Magaña; and in 1945, *El Seguro Social*, by Ing. Rafael E. Lima, and *Lecciones de Análisis Toxicológico*, by Dr. Rafael D. Call.

SUPPORT

By far the greatest part of the University's economic support comes from the National Government in the form of a subvention distributed among the faculties. State appropriations for 1946 amounted to 191,810 colones (\$76,726, U. S.), which represents an increase of about 23 percent over the appropriation for 1945. Budgetary allotments, by faculty, for these 2 years were as follows (amounts given in American dollars):

Table 15.—Budgetary allotments, by faculty, 1945 and 1946

| Faculty | 1945 | 1946 | Percent increase |
|-----------------------------|----------|----------|------------------|
| 1 | 2 | 3 | 4 |
| Dentistry..... | \$14,944 | \$17,600 | 18+ |
| Medicine..... | 13,000 | 16,208 | 25+ |
| Engineering..... | 12,620 | 13,310 | 6+ |
| Chemistry and pharmacy..... | 11,010 | 16,376 | 48+ |
| Law..... | 10,808 | 13,200 | 22+ |
| Total..... | 62,412 | 76,724 | 23+ (av.) |

The interest of the present Government in the improvement of health and sanitary conditions in the Republic is reflected in the percentages of increase allotted to the faculties of chemistry and pharmacy, medicine, and dentistry. Bequests, property rentals, contributions, and fee collections, brought the total income for the year 1945 to 226,822.36 colones (U. S., \$90,728.94), which indicates an average cost per student of approximately \$97 for the year. The total income for 1946 is expected to reach well over \$100,000.

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